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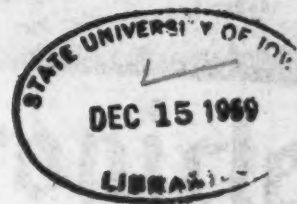
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CALIFORNIA TEACHERS ASSOCIATION

December · 1959



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Building Construction: Roof: (wood) <input type="checkbox"/> Shingle <input type="checkbox"/> Comp- osition <input type="checkbox"/> Other (describe) _____	Walls: (wood) <input type="checkbox"/> Brick <input type="checkbox"/> Other (describe) _____
If all persons permanently residing in your household are non-smokers, please check here <input type="checkbox"/>	Insurance now carried in California Casualty Teachers Plan: None <input type="checkbox"/> Comprehensive <input type="checkbox"/> Auto <input type="checkbox"/> Personal Liability <input type="checkbox"/> Teacher's Professional <input type="checkbox"/>

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DECEMBER, 1959

VOL. 55, No. 9



Official Publication of the California Teachers Association

**COVER:** The new John Swett Media Awards program was chosen to symbolize public relations for the profession—theme of this edition. From scores of nominations submitted by CTA chapters, 14 California newspapers, radio stations and television stations are being chosen to receive attractive plaques recognizing their contribution to public understanding of education issues during 1959. CTA's Public Relations Advisory Panel made final selections. Presentations will be made at the State Council meeting in Los Angeles December 5.

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CTA JOURNAL is the official publication of the California Teachers Association. It is published the first of each month except June, July, and August. ENTERED as second class matter at San Francisco postoffice January 23, 1906, under Act of Congress of March 3, 1879. COPYRIGHT 1959 by the California Teachers Association, Burlingame, California. Permission to reproduce any portion must be granted in writing. Contents are listed in Education Index. Member of Educational Press Association of America. ADVERTISING: Orders and inquiries to CTA Journal, 1705 Murchison Drive, Burlingame, Calif. National advertising representative: State Teachers Magazines, Inc., 307 No. Michigan Avenue, Chicago 1, Illinois. MEMBERSHIP DUES in CTA are \$22 a year, including Section and State, payable for the calendar year. Dues include subscription to CTA Journal.

SUBSCRIPTION to CTA Journal for non-members is \$2 a year, foreign subscriptions \$3 a year. Group subscriptions to board members and lay leaders may be ordered by CTA-chartered local associations at \$1 per year for each. CHANGE OF ADDRESS: Members are requested to notify Membership Records department, CTA, 1705 Murchison Drive, Burlingame, Calif., at least a month before normal delivery date for change of address, stating both old and new addresses. Postmaster: Form 3579 requested for transmittal to Burlingame. MANUSCRIPTS, photographs, cartoons, and special art on educational subjects are invited but the publisher of CTA Journal assumes no obligation for return or compensation. All correspondence should be addressed to the editor. Opinions of writers do not necessarily reflect policies of the California Teachers Association.

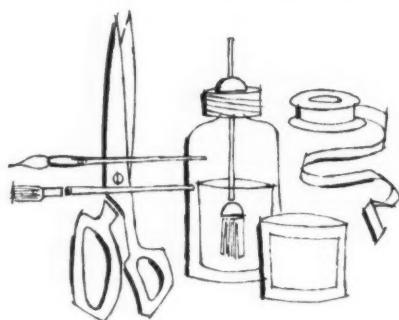
CTA Journal, December 1959

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## SOME CRAFTWORK TIPS FOR

# Santa's Helpers

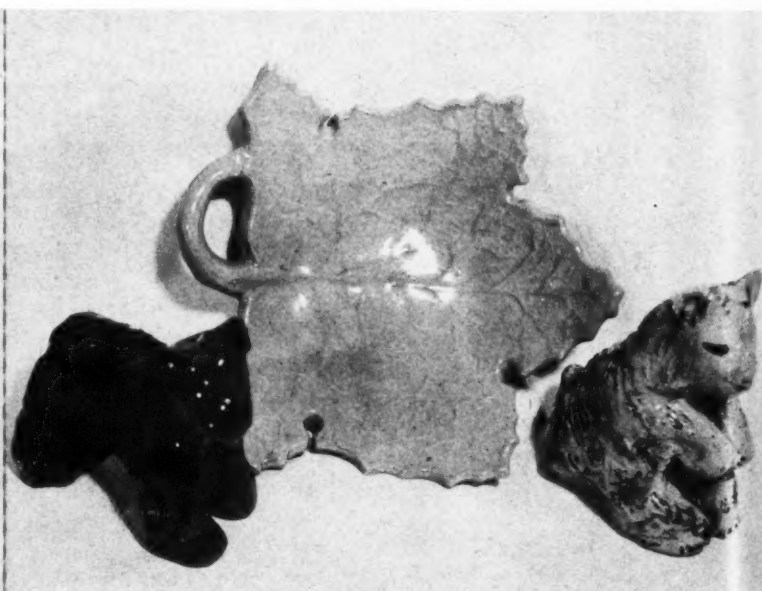


**YOU HAVE** a few days before the Christmas holidays which you may want to use in the spirit of the season. If you are looking for new and different ideas for Christmas gifts, the actual photographs and brief descriptions on these pages may help. Young people enjoy making and giving the colorful items suggested by J. M. Metcalf, art consultant of the Burlingame school district. Mr. Metcalf, author of "Creative Art Experience Need Not Be Expensive," which appeared in *CTA Journal* in December 1958, was asked to prepare photographs of some of his gift ideas—and he has done this.

Former art teacher at Portales, New Mexico, and at Montebello senior high school, Mr. Metcalf had twice been on leave to serve over five years in the U.S. Army as officer in charge of occupational therapy and special services.

### NATIVE CLAY

The pinch method was used to mold these free form animals. After the clay was thoroughly dry, color and glaze were applied and the figures were fired in the kiln. To make the leaf tray, use a rolling pin to press a large leaf onto a flat piece of clay about one-fourth inch thick, trim the clay around the leaf and push the edges of the clay upward and allow to dry. Apply color, glaze and fire in kiln. The animals make wonderful little paper weights or bric-a-brac for tables or shelves. The leaf tray may be useful as a pin tray or candy dish.







### PAPIER MACHE'

"Collette," this clever little French poodle, was made from rolled and crumpled newspaper, held together with tape and/or string. The body was covered with strips of newspaper and wheat paste and molded to the desired size and shape. Paper towel strips were used for a final layer, followed by crumpled toilet tissue and a bit of wheat paste to give the appearance of hair. When the poodle was completely dry, it was sprayed with black paint.

### METAL TAPPING

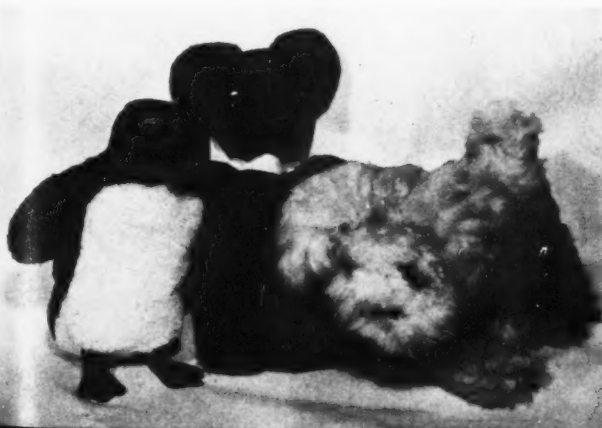
A strip from a tin can was used to create these metal pictures or plaques. Any simple design may be transferred to the metal by outlining the entire picture with a small nail and hammer. The pictures were glued or taped securely to the tin, which was tacked to a piece of wood slightly larger than the metal. When the nail tapping was finished, the paper picture was removed and the completed metal work was ready to be used as a gift.

### PINE NEEDLES

The clever basket was made by sewing pine needles together with raffia, using a tapestry needle. Baskets may be made in varying sizes and shapes. A coat of clear shellac was applied over the entire basket to give luster and durability. Mats and trays may also be made by this process.

### WOOL TOY ANIMALS

From discarded wool coat linings, felt hats, and new wool, the attractive little animals were made. Meaningful experiences for students could be heightened by doing the actual process of tanning a hide to be used later in making a similar animal. If animals are stuffed with pieces of sponge rubber or nylon, they may be washed successfully.



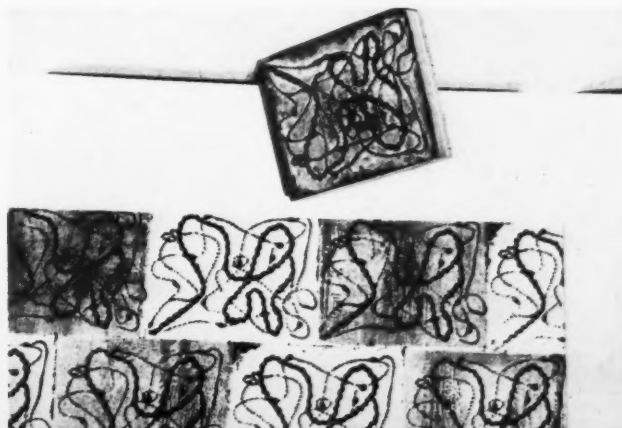
### WOOD CARVED ANIMALS

With the aid of a pocket knife and a coping saw, these little animals were carved out of blocks cut from the ends of apple boxes which are actually about one inch thick. Edges and surfaces were smoothed with sandpaper. Tempera paint and liquid starch were mixed for coloring, and seed beads were used for eyes. All students enjoy creating these animals; boys especially like to carve.



### STRING PRINTING

Various sizes and kinds of string were glued to a block of wood for this printing process. To make Christmas wrapping paper, the motifs need not be traditional Christmas symbols. Any print, abstract or otherwise, may take on the flavor of Christmas by the use of red and green or any other accepted combination of commonly used Christmas colors, including golds, silvers, white and blues.



# CALENDAR OF COMING EVENTS

## DECEMBER

- 12—State Board of Directors; Burlingame
- 19—CTA Advisory Panel on Evaluation of Program and Services; Burlingame
- 24-26—CTA State offices closed for Christmas
- 26-31—National Science Teachers Assn. annual joint meeting with Science Teaching Societies of America; Chicago, Ill.
- 28-30—Speech Assn. of America national convention; Washington, D.C.

## JANUARY

- 1-2—CTA State offices closed
- 2—CBEA state officer's meeting; Sacramento
- 8—Bay Section board of directors meeting; Burlingame
- 8—NS planning committee meeting; Sacramento
- 8—NS Chapter presidents; Sacramento
- 8—Commission on Educational Policy; Burlingame
- 8—NS Classroom Teachers executive board meeting; Sacramento

8-10—CAHPER state executive board and committee meeting; Bakersfield

9—Bay Section Council meeting; Burlingame

9—NS Council meeting; Sacramento

9—SC Council meeting; Visalia

9—SS Council meeting; Los Angeles

14—Central Coast Section Workshop

15-16—CESAA North Coast Section meeting; Arcata

15-16—Regional TEPS; Reno (NEA)

15-16—Calif. Agricultural Teachers Assn. governing board meeting; Fresno

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### CALIFORNIA ASSN. FOR CHILDHOOD EDUCATION

*Pres.:* Mrs. Dorothy Orr, 2405 Monterey St., Bakersfield  
*Corr. Sec.:* Miss Marcella Gilbertson, 2013 Flower St., Bakersfield

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*Exec. Sec.:* Robert E. Cralle, 35 No. Raymond Ave., Pasadena

### CALIFORNIA ASSN. OF SECONDARY SCHOOL ADMINISTRATORS

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*Exec. Sec.:* William N. McGowan, Room 208, 1705 Murchison Dr., Burlingame; Phone OXford 7-5831

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*Sec.-Treas.:* Margaret Bemiller, 601 N. Garfield Ave., Alhambra

### CALIF. ELEMENTARY SCHOOL ADMINISTRATORS ASSN.

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*Sec.:* Mrs. Elaine Elliott Beebe, 6209 E. Lane St., Fresno

### CALIFORNIA INDUSTRIAL EDUCATORS ASSN.

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*Directory of CTA officers and staff will be published in January, March, and May issues. The directory above of affiliated and associated organizations will be republished in February and April issues of CTA Journal.*



ARTHUR F. COREY  
CTA Executive Secretary

## A Vigorous Stand for Federal Support

MANY SO-CALLED friends of federal school support maneuver position in such fashion that they are always for some kind of bill other than the one which is supported by the profession and has some chance of passage. If all the professed friends of federal support could have at any time been united behind a single bill we would have long since enacted such legislation. The profession itself has been partially responsible for this evasion by not being more consistent and specific about what kind of federal support is desirable.

Beginning at the St. Louis convention last summer, the NEA took a much more positive attitude on this point. This new look in legislative policy is further strengthened by a statement recently issued by the NEA. The following quotes from this statement make the NEA position very clear.

"The only school bills now before the Congress which merit the full support of the Congress, the Administration, and the American public are those of the Murray-Metcalf type.

"The NEA continues to support the principles of the Murray-Metcalf bill because:

1. Substantial federal funds *must* be made available for education if we are to survive and prosper as a free people.
2. State and local control of education is necessary to maintain our free democratic institutions.
3. Therefore, we can support *only* such legislation which will provide federal funds in a way that will *strengthen* state and local control of education. The Murray-Metcalf bill was designed with this specific purpose in mind.
4. The Murray-Metcalf bill provides substantial funds for public elementary and secondary education with the states having freedom to choose how they will

apportion the money between teachers' salaries and school construction. This freedom-of-choice principle is essential to strengthening state and local control of schools.

5. In light of the present varied needs of the states, *any* bill that does not permit the states' discretion in apportioning their federal funds between salaries and construction constitutes unwise and unnecessary *restraint* upon state and local school systems."

*"The NEA respectfully suggests that both major political parties and all political candidates examine their positions in the light of the needs for quality education for all American children. The NEA is confident that the American voters will be carefully assessing these positions during the coming year.*

*"In the unlikely event that the Administration's debt service bill or a similar school construction proposal comes to a vote in either House, the National Education Association will urge that it be defeated.*

*"If a bill providing federal grants for school construction only comes to a vote in either House, the Association will urge that it be amended to include teachers' salaries with freedom of choice to the states to decide priorities.*

*"If no satisfactory school support bill embodying the principles of the Murray-Metcalf bill is enacted in the next session of Congress, the Association will endeavor to make this matter a major issue in the political campaigns of 1960 so that the American people may again express their mandate for the enactment of such legislation in 1961."*

*A.F.C.*



# Images of a Profession

Over 300 Consulting Groups on Professional Objectives will study public relations methods and results during January and February. Here is an outline which will be useful in these important discussions.

"PUBLIC RELATIONS isn't just a piece in the paper." This has become a truism in all discussions of school p.r. programs and activities. A television show, radio series, pamphlets and widespread press publicity combined would be ineffective unless they contributed to public acceptance of ideas and images favorable to the sponsor.

Then what is the CTA public relations program?

When the Personnel Standards Commission sets standards of professional conduct and enforces those standards, it is identifying the CTA as the organization of a responsible profession.

When the Committee and Commission on Teacher Education lead in defining higher standards of admission to the profession and in improving the quality of teacher preparation, they are identifying the CTA as the organization of a high quality, self-determining profession.

When the Committee on Youth Activities stimulates teacher participation in community programs planned for the benefit of pupils outside of school, it is identifying the CTA as the organization of a profession concerned with youth and community welfare beyond classroom walls.

These and other activities, along with the chapters and individual members, carry on the real public relations program of the CTA. The efforts we usually identify as public relations are merely devices to give amplified voice and increased effectiveness to the work of our other agencies. The public relations values of the summer workshop project sponsored by the Oakland Teachers Association as reported by Jean von Christerson in this issue rested in service to children. Publicity could only spread the word based on actual program.

In Madison Avenue lingo, public relations consists of activities designed to create DESIRABLE IMAGES in the public mind.

Panel on Evaluation of Program and Services, sponsors of the consulting groups project, isn't looking to members to determine the details of State or Section publicity activities, such as use of media, per cent of budget to be spent on TV, or the total amount of money to be invested in public relations staff and program. The Association employs a staff of specialists skilled in most of these details. HOW we speak our piece is a technical decision, but nearly all of us will agree we want more use of all media to tell our story.

The basic and long-range p.r. decisions are sought from consulting groups this year. What images do we want the public to hold of the teaching profession and its organizations, and what are some intermediate programs or goals which will foster these images? This is the question for CTA members to ponder and answer.

## Topics for discussion of good school public relations

### A. *Do teachers have a stake and a responsibility in school public relations? In the profession's public relations?*

Few teachers today fail to recognize the relationship between public confidence and public support. When any teacher destroys the confidence of any citizen, he sticks a pin into the pocketbook nerve of every colleague. Hence the fact of individual responsibility probably will draw little debate. Only the degree and nature of this obligation might be disputed.

### B. *To what extent can these responsibilities and advantages be discharged and served by local, state and national professional organizations?*

Involved in this general question is the query as to whether or not organizations supported by professional dues should attempt to absorb responsibility for the "school public relations" obligations of teachers.

Should the NEA, CTA and their chapters invest staff time and association funds to interpret the programs and needs of the schools, or should major responsibility for this function be left to the official agencies supported by public funds—districts, county school departments, state department of education?

In other words, should the major CTA effort be directed toward gaining public acceptance of what the schools are doing or needing, or toward interpreting what the organized profession is and aspires to be?

### C. *What public images would best serve to advance the interests of the teaching profession?*

It's generally accepted that the ultimate goal of our professional organizations is to make teaching the pre-eminent profession in our society. We'd like the public to think of teaching as the basic profession; a learned profession; a profession based on scientific knowledge and skills; a professional service not measurable in days or hours of classroom duty.

We'd like the public to look to teachers for guidance in solving school problems and issues, and to realize that all teachers—kindergarten included—are important in the education of a physician, scientist, engineer, attorney, artist, accountant, or another teacher. We'd like any parent to be proud and delighted if his son chooses the teaching profession as his life work.

In respect to our organizations, we'd like the public to believe that the CTA and its chapters are the voices of a responsible, competent, self-determining teaching profession in California; that through CTA, teachers invest more organizational time, attention and money to the educational welfare of children than to the economic welfare of teachers; that CTA realistically relates its financial recommendations to educational quality.

We also have exerted great effort in programs which

created images of teaching as a profession to be pitied as underpaid and underprivileged. Some members might feel that education is too complicated for laymen to understand and they should leave all decisions to the profession. Are these actually desirable images?

Members also should realize that some of these images would scarcely be justified by actual current conditions. We should start to think about the actions and programs which might be necessary before we could successfully present such images.

### D. *Among these suggested images and others you have added as desirable, which ones would you give primary emphasis, which secondary, and to which would you attach lower priorities in the profession's public relations activities? Which would you eliminate as undesirable?*

Any desirable or positive image should be considered a goal, but it may be impossible to approach all simultaneously or with equal vigor. Later when you discuss actual CTA program to foster these images, the issue of priorities becomes important.

### E. *What images are widely held which impede the progress and damage the status of the teaching profession?*

In another article in this edition of the *Journal*, Dr. Stephen Reichert has discussed some of these negative images and listed others. You may be able to add to the list.

Do any of these images have significant basis in fact?

For the concepts which are erroneous, our job will be to find ways to dramatize the positive antithesis—the right and desirable image. For those which are at least partially true but damaging, the first step must be a vigorous program of correction. Here, again, your discussion of public relations leads into consideration of many other phases of a professional organization program.

For example, we can shout vigorously that teaching is a full time profession, but can we make that stick in the minds of a public which sees its teachers laboring in all types of unrelated trades and crafts during week-ends and summers? How would this damaging image be related to a possible CTA policy opposing lengthening of the school year from 180 to 185 days? This is a sample of the relationship between public images and association program and policy on which consulting groups can give constructive help toward determining long-range professional objectives.

### F. *Among the negative images listed, which ones would you give primary emphasis, which ones secondary, and to which would you attach lower priorities in the profession's p.r. activities? Which would you ignore as inconsequential?*

G. *What programs would your consulting group recommend as aids in creating favorable and desirable public images of the teaching profession and in offsetting existing undesirable images?*

Probably no discussion group, in the number of meetings possible before March 1, could reach general agreement on association programs which would foster all the favorable images or nullify all the unfavorable impressions you have identified in topics C and E. This is where determination of priorities in topics D and F becomes important.

Discussion leaders have been given some ideas to serve as thought and discussion stimulators. Each group should produce some of its own. The potential values of membership requirements in professional organizations, special doctorate related more directly to teaching effectiveness, internship, an honorary California Education Society, the Glencoe (Ill.) 11-months employment plan, aggressive campaigns to improve teacher prepara-

tion programs and lift general education standards, and a 40-hour week for teachers might start group thinking along positive lines.

H. *In relation to the professional programs your group recommends as means of fostering favorable images, can you delineate the responsibilities of national, state, and local professional organizations in formulation, initiation, operation, and, in some cases, enforcement?*

In short, who'll bell the cat? Do some programs require national action, or can your proposals be effective on a state or local basis?

So this is our 1960 approach to professional public relations. Committees, commissions, panels, and the State Council will make final decisions, but every member can have an advisory voice in long-range planning. In the consulting groups, you can help to point the CTA program toward desired public images of modern society's most important profession. ★★

# Why Don't They Understand Us?

By Stephen B. Reichert, Jr.

The goals of our profession are advanced by increased public understanding; they are also retarded by persistent negative images and myths.

**"E**MPHASIZE the positive" is a tried-and-true principle of good public relations. A program of purely defensive community relations is largely a waste of time, because false images can crop up faster than they can be hewn down. Yet a candid review of the image of the teaching profession most commonly held by the lay public over the last fifty years reveals a number of negative stereotypes and myths which persist so tenaciously

*Dr. Reichert, an instructor at Pasadena City College, serves part time as a community relations associate in the CTA Public Relations department.*

that any adequate public relations program cannot afford to ignore them.

Despite the most intensive and successful activity of professional associations and other friends of education, these unfavorable images just refuse to die and disappear. Indeed, it seems probable that some images which have been masquerading as positive, and may very well have served a useful purpose in the past, have become predominantly negative in their effect. They hurt more than they help. Consulting groups will certainly wish to explore the question of how some of these ancient canards can best be laid to rest.



Many unfavorable notions which the public holds can be diminished by means of well-planned use of the mass media; others require responsible action by individual members of the profession.

*Teachers should be pitied as members of an underpaid and underprivileged profession.* A positive or a negative image? We teachers are, to a large extent, responsible for this image. We have gotten a lot of mileage out of it. Americans are a warm-hearted and generous people. Professional beggars in certain foreign cities have long thrived because of this well-known trait of American character. Appeals to the sympathy of the lay public have, from time to time, resulted in salary increases. But there is good reason to question this approach as the most effective way to achieve truly professional status and compensation.

*Respect and pity are not the same.* Pity may call forth an occasional hand-out, but genuine respect is the only sure foundation for a profession which expects to make substantial gains in the decade ahead. The image of the teacher who needs a haircut, whose hose are full of ladders, is surely one to be pitied. In this connection, improvement of the public image may have less to do with mass media than with the care with which some of us dress.

Surely, one answer to the economic doldrums in which many teachers are still languishing is to up-grade the profession. For example, it is acknowledged that the best students in our colleges and universities must be attracted to teaching if respect for the profession is to increase. One wonders how effectively this task is advanced if individually and as groups, teachers contribute to the image of their profession as underprivileged and worthy of pity. The public may be amused by *Our Miss Brooks*, but how many would wish to change places with her? Yet this well-known television series has received awards at the hands of professional associations. Is it not time for some serious stock-taking?

One commonly hears it said that *anyone can teach who knows the subject matter*, or that *teaching is not a quality profession because of its easy and relatively meaningless preparation*. Few would suggest that professional training does not require improvement; but each of us ought to bear in mind that this is essentially a *professional* problem, and that irresponsible public utterances by individuals or groups may do great damage to the esteem in which the lay public holds the teacher. The professional literature of the medical and legal professions testifies to the continuing debate carried forward *within* those professions about the best kind of training for physicians and lawyers. Members of our sister professions are, however, wary of washing their linen in the public square; for they know the unhappy effect which the unrestrained debate of professional questions in the public forum can have upon the lay mind which does not possess the training and background necessary to a dispassionate view of the issues involved.

There is certainly no "party line" to which the in-

dividual teacher ought to conform in his views and utterances about professional preparation. Each of us should, however, bear in mind that what is appropriately said within the profession may be badly misconstrued by the lay public. Leaders of the profession within school systems, schools of education, and professional associations have a responsibility in this connection too. If they are wise they know that channels of communication within the profession must be kept open for honest criticism and dissenting opinions to avoid the too-frequent spilling over of purely professional controversies into public discussion.

"*Teaching is a part-time vocation*," say some of our critics. Alas! like most "big lies" this has a grain of truth in it. A minute minority of teachers "beat the students to the door." They show little interest in professional improvement. It is therefore essential that the great majority of the profession, who are as dedicated to their pupils as is any physician to his patients or attorney to his clients, accept the personal responsibility for counteracting the harm done by the unrepresentative few. How can this be done? Here is a case in point . . .

"I wish I had a nice soft job like some people," muttered Dusty as he wiped the last smudge from Mrs. Ramsay's windshield. It was three o'clock on a hot, humid September afternoon. Mrs. Ramsay's last class was over, and she was on her way home from the junior high school where she taught. The service station operator had been on duty since early morning and still had several hours of hard work before him.

Perhaps his expression of resentment, spoken half in jest, half in earnest, was understandable, Mrs. Ramsay thought, but she didn't let the matter drop there. Instead of driving off, she spent ten minutes explaining in a friendly way that her work-day was by no means over, and that her concern of the moment was how to correct seventy English themes between three and six p.m., when her class at State University began. The service station attendant went back to his work thankful that he could spend the rest of the evening before his television set. This was the short-range effect of one teacher's ten-minute public relations program. The long-range result may well have been another "yes" vote at the next tax-rate election, and was surely the creation of a more favorable and accurate image of the profession in the mind of one of its patrons.

Negative images aren't fun to think about. Some of them make us just plain mad; but we ignore their existence at our peril. We don't like to be thought of as impractical, ivory tower types. We resent the accusation of being "dupes of the Dewey educationists." We know that as a profession we are interested in more than salaries and security, and it pains us to hear the opposite asserted. Being angry and pained, however, does not help to lay to rest these and other lies and half-truths about teaching. As individuals, as consulting groups, as professional associations, we must find increasingly more effective ways of making ourselves understood.

★★



## CAN YOU HEAR THE DIFFERENCE?

By S. I. Hayakawa

**M**OST of the words commonly used in discussing education are public property—which is to say they mean many things to many people. This is a fact neither to be applauded nor regretted; it is simply a fact to be taken into account when we consider ways in which communication between teachers and the public might be improved.

In person-to-person public relations, whether in parent conferences or back fence philosophizing, what's heard makes the difference between positive and negative effects.

Usually when we think about communication, we are concerned with output—the processes of writing and speaking, involving problems of rhetoric, composition, logical presentation, coherence, definition of terms, knowledge of subject and audience. And there is little

doubt that all our speaking and writing is improved when we give careful attention to the words we use and their meanings.

However, there is a second aspect of communication, namely, the problem of intake—especially the problem of *how to listen well*—which is a relatively neglected subject. If we fail as listeners to understand the questions or points of view expressed by individuals and groups with whom we are trying to communicate, then all our careful presentations are of no avail. Good communication produces mutual understanding, (although not necessarily agreement). If understanding is to be achieved, we need to pay particular attention to our listening habits.

Frequently, discussion of educational issues is stalemated by what might be called a terminological tangle—by conflicting definitions of key words. What do such terms as “discipline,” “life adjustment,” “the gifted child,” “core curriculum,” “ability grouping,” and “social studies” really mean? Let us put this into the kind of context in which it is likely to occur.

Suppose a teacher says, “the goal of discipline in our school is to teach children to make their own decisions.” Let us imagine that he is talking to a person to whom discipline means teaching obedience. This person's reaction may well be, “Another one of those progressive educators—he doesn't think the teachers need to keep the kids in line.” And he may challenge the teacher to

*Dr. Samuel I. Hayakawa, professor of language arts at San Francisco State College since 1955, is an eminent writer on semantics. A native of Canada, he came to the U.S. in 1929, took his Ph.D. at the University of Wisconsin in 1935. Author of many books on language and member of many learned societies, he was editor of Our Language and Our World (Harper Bros., 1959), in which appeared a chapter titled “How to Attend a Conference.” From this chapter Jean von Christierson of the CTA Public Relations staff adapted the article above, with the author's permission.*

define "discipline," which is a way of asking, "What do you think discipline really is?" When the teacher has given his definition, it may well prove to the questioner that the teacher indeed doesn't know what he's talking about. But if the questioner counters with an alternative definition, it will prove to the teacher that the questioner doesn't know what he is talking about. At this point, the discussion may as well end, because, probably, no further communication is going to take place.

How can this kind of terminological tangle be avoided?

I believe it can be avoided if we understand at the outset that there is no ultimately correct and single meaning to words like "discipline" and "social studies," and many other terms in the vocabulary of education. Within the strictly disciplined contexts of the languages of the sciences, exact or almost exact agreements about terminology can be established. When two physicists talk about "positrons" or when two chemists talk about "diethylene glycol," they can be presumed to have enough of a common background of controlled experience in their fields to have few difficulties understanding each other.

But most of the words of educational discussion are not restricted to such specialized frames of reference. They are part of the language of everyday life—or they are words which, even within the teaching profession, are vaguely or ambiguously used.

Such words, therefore, either have to be defined anew each time they are seriously used—or, better still, they must be used in such a way, and with sufficient illustrative examples, that their specific meaning in any given discourse emerges from their context.

Hence, if real communication is going to take place, it is of great importance that we listen to one another's statements and terminology without making unreasonable demands. And the specific unreasonable demand I think of now is the demand that everybody else should mean by such words as "discipline" what I would mean if I were using them.

If "discipline for the purpose of learning to make responsible decisions" makes little sense to us at first encounter, we should be at once alerted to special attentiveness. Or, if we use such a phrase, we need to listen very carefully to discover what it may mean to those with whom we're talking. The person who links "discipline" and "decision making" may be making an unfamiliar classification—a sure sign not that he is ill-informed, but that he has a way of classifying data that is different from our own. And his organization of data may be one from which we learn a new and instructive way of looking at "discipline" or at whatever else this person is talking about.

Since a major purpose of communication is for individuals and groups better to understand each other, perhaps it would be wise to consider adopting one basic conversation traffic rule which I have found to be invaluable in ensuring the maximum flow of information and ideas from one person to another, and in avoiding

the waste of time resulting from verbal traffic snarls. The rule is easy to lay down, but not always easy to follow: it is that we refrain from agreement or disagreement with a speaker, and refrain from praise or censure of his views, until we are sure what those views are.

Of course, the first way to discover another person's view is to listen to him. But few people, other than psychiatrists, have had much training in listening. The training of most professional people is in the opposite direction. Living in a competitive culture, most of us are most of the time chiefly concerned with getting our own views across, and we tend to find other people's speeches a tedious interruption of the flow of our own ideas. Hence it is necessary to emphasize that listening does not mean simply maintaining a polite silence while you are rehearsing in your mind the speech you are going to make the next time you can grab a conversational opening. Nor does listening mean waiting alertly for the flaws in the other fellow's arguments so that later you can mow him down. Listening means trying to see the problem the way the speaker sees it—which means not sympathy, which is feeling for him, but empathy, which is experiencing with him. Listening requires entering actively and imaginatively into the other fellow's situation and trying to understand a frame of reference different from your own. This is not always an easy task.

But a good listener does not merely remain silent. He asks questions. However, these questions must avoid all implications (whether in tone of voice or in wording) of skepticism or challenge or hostility. They must be clearly motivated by curiosity about the speaker's views. Such questions, which may be called "questions for clarification," usually take the form, "Would you expand on that point . . . ?" "Would you mind restating that argument about . . . ?" "What exactly is your recommendation again?" Perhaps the most useful kind of question at this stage is something like, "I am going to restate in my words what I think you mean. Then would you mind telling me if I've understood you correctly?"

The late Dr. Irving J. Lee of Northwestern University has suggested another form of questioning which he describes as "the request for information concerning the uniqueness of the particular characteristics of the condition or proposal under consideration." I shall simply call these questions "questions of uniqueness."

All too often, we tend to listen to another person's remarks in terms of a generalization. "Oh, he's just another unreasonable school critic," "Isn't that just like a businessman?" "That's the old permissive approach;" "He wants to push his child too hard," etc. It is a curious and dangerous fact—dangerous to communication, that is—that once we classify a person in this way we stop listening because, as we say, "We've heard this stuff before." But this statement by this individual at this time and place is a particular event, while the "that stuff" with which we are classifying his statements is a generalization from the past. Questions of uniqueness are designed to prevent what might be called the functional deafness which we induce in ourselves by reacting



to people and what they say in terms of the generalizations we apply to them.

Questions of uniqueness take such forms as these: "What do you want your child to gain from going to college?" "For what type of work does your firm hire high school graduates?" On what part of the school program do you think the community needs more information? "Does Johnny have some special interests we could use to help him in arithmetic?"

Something else that needs to be watched is the habit of over-generalizing from a person's remarks. If someone says that more science should be taught in the schools, many people seem to assume automatically that he means that every high school student should take advanced physics. When I speak on the neglected art of listening, as I have done on other occasions at other places, I am usually confronted with the question, "If everybody listened, who would do the talking?" This type of misunderstanding may be called the "pickling in brine fallacy," after the senior Oliver Wendell Holmes's famous remark. "Just because I say I like sea bathing, that doesn't mean I want to be pickled in brine." When Alfred Korzybski found himself being misunderstood in this way, he used to assert with special forcefulness, "I say what I say; I do not say what I do not say." Questions of uniqueness, properly chosen, prevent not only the questioner but everyone else present from projecting into a speaker's remarks meanings that were not intended.

All too often, the fact that misunderstanding exists is not apparent until deeper misunderstandings have already occurred because of the original one. We have all had the experience of being at meetings or at social gatherings at which Mr. X says something, Mr. Y believes Mr. X to have said something quite different and argues against what he believes Mr. X to have said. Then Mr. X, not understanding Mr. Y's objections (which may be legitimate objections to what Mr. X didn't say), defends his original statement with further statements. These further statements, interpreted by Mr. Y in the light of mistaken assumptions, lead to further mistaken assumptions, which in turn induce in Mr. X mistaken assumptions about Mr. Y. In a matter of minutes, the discussion is a dozen miles away from the original topic. Thereafter it can take from 20 minutes to two hours to untangle the mess and restore the discussion to a consideration of Mr. X's original point. This is the kind of time-wasting which I should like to help avoid.

All this is not to say that I think we should expect or even wish to avoid disagreement. But let us talk about what has been said, and not about what has not been said. And let us discuss not for victory but for clarification. If we want people to understand schools and teachers better, we need to know what people are thinking and why. The result of communication successfully imparted is self-satisfaction; the result of communications successfully received is self-insight. Equal attention to both tasks will place the relationship between teachers and school patrons on a firmer foundation. ★★

## Dear Professor

*Your insistence that our educational woes stem straight from progressive education is quite amusing. Because the last 50 years has seen the rise of progressive teaching and the decline of academic standards, you insist that progressivism caused the decline.*

*This is almost like saying that since the adoption of Christianity in the Western World public and private morals have sunk to a pitifully depraved level; therefore Christianity is decadent, ineffective and rotten at the core.*

*Do you realize that of 100 students graduating from high school in 1959, only ten would have graduated in 1900, only four in 1870? Today when we keep to graduation those four plus the 96 who would have dropped somewhere between first grade and graduation, there is bound to be an apparent lowering of standards.*

*Progressivism is largely the attempt, by experiment with curriculum, method, and school organization, to find ways whereby those who are not capable of being successful academic scholars can profit by remaining in school until graduation. It has not always succeeded. But it has not failed any more often or any more tragically than did the arbitrary intellectual pedantry which preceded it.*

*It isn't easy to maintain academic standards in a school where a minority of students is capable of quality academic work.*

*We're not asking for sympathy because we have undertaken a tough job. Only be sure of your aim before you start sniping.*



*Don*

*As introduced last month, the "Dear Professor" feature is written by Dr. Donald W. Robinson, who is pictured at left. Dr. Robinson teaches social studies at Carlmont high school, San Carlos.*

# PARENTS: MEDDLERS OR PARTNERS?

*Palo Alto's open door policy answers the question.*

*By Leif Erickson*

A TEACHER new in the Palo Alto school system complained:

"I've never seen a place where teachers kowtow to parents the way they do around here."

With her complaint, the Palo Alto teacher unconsciously gave body and blood to an image of teachers and the teaching profession that prevails widely among parents and the general public.

A commonly held public idea is that teachers consider themselves professional pedagogs completely capable of running a classroom or school system without outside help from ignorant and untrained laymen.

The attitude the Palo Alto teacher displayed showed there is some substance to the teacher image that has developed in the public mind. It is an attitude very effective in building mutual resentment in a hurry.

The teacher's outburst against what she regards as uninformed and ill-founded parental criticism and interference is more than matched by the parent's indignation over being given the fast brushoff treatment.

Is the image I've constructed out of this incident strictly one of straw? Is it a bogus creature that we can set up and quickly and easily knock down with contrary evidence?

I wonder.

You see, I am a parent of two elementary school children and strictly a layman in school affairs. But I'm a professional in newspapering, with more than 25 years working experience.

I was impressed to discover that the Palo Alto school system is taking what struck me as pretty advanced

*Mr. Erickson is an editor in the San Francisco bureau of the Associated Press.*

steps in working harmoniously and effectively with parents.

Now what the Palo Alto schools are doing probably is not unique or unusual. The point is, the Palo Alto policies and practices impressed me as being advanced and important because I had never heard of them or encountered them before, though my newspapering job gives me opportunity to be better informed about educational developments than most plumbers, doctors or carpenters.

The Palo Alto incident involved a mother who believed her first grade girl should be working on reading at the third grade level. The child could read third grade books at home.

Mama was invited to spend a day with her child's class. The mother was satisfied after observing the class in action that her girl's reading ability limits actually were being challenged along with a few other bright pupils in the room.

Mama revised her concept of her child's genius.

In effect, the advice of principal and teacher was: "You need all the facts, ma'am."

They gave Mama a chance to observe and weigh the facts and she changed her prideful judgment.

A bigger scale Palo Alto project of presenting all the facts was started in Jordan junior high school last year as an experiment in considered, deliberate and individualized planning for each student on what to study in high school.

This is how it worked:

Parents and students were invited to come together to night meetings where each student was given a data card showing his score on a comprehensive aptitude test. School counselors explained the tests and how to interpret the score.

Were the parents interested in a chance to use an up-to-date tool in helping their son or daughter chart a career direction?

Of the ninth grade's 315 sets of parents, an impressive 305 families turned out for the series of three separate hour-and-a-half night sessions. The aptitude test counseling was handed out to groups of about 100 students, together with parents, at each meeting.

In the summer vacation, the Palo Alto project followed up by offering opportunity for each student and his parents to have an individual conference session with both a ninth-grade and a tenth-grade counsellor.

As a parent beginning to wonder what career interests my children may develop, I look on this Palo Alto project as a magnificent enterprise in education. So do other Palo Alto students and parents. The kids and parents at Terman Junior High school, for instance, have demanded that they get the same deal this year that was offered on an experimental basis to Jordan last year.

Here is a bold step seeking the answer to the waste of young minds and talent that is charged against American education by its critics.

With follow-up achievement testing in the tenth grade, these Palo Alto parents are being supplied with the means for pretty sound understanding of their children's talents, limitations and aspirations.

And so are the students themselves, of course.

The Palo Alto project, says H. B. Gelatt, Palo Alto guidance director, is based on premise that in cumulative records and in testing programs schools collect a great deal of valu-

*Turn to page 29*



# Music *HATH CHARMS*

*Oakland Teachers Association, a CTA chartered chapter, finds P.R. values in playing music man role for children.*

**"SOMETIMES** you don't know a public relations activity 'til it hits you in the face!"

That's how Tom Cruza, president of the Oakland Teachers Association, describes results of an OTA-sponsored music program which won community recognition and the appreciation of hundreds of parents last summer.

The summer music workshops, held for youngsters of elementary and junior high age, represent the best kind of professional public relations: a worthwhile program initiated by teachers for the benefit of children—a real service to the community.

It all came about far removed from thoughts of publicity angles and public recognition. For several years, the music section of OTA (members with special interest in music education) had worked on the idea of conducting summer music workshops for children. Purpose of the program would be to give interested pupils concentrated music instruction, both vocal and instrumental, in a way not possible during the rest of the school year. Since Oakland school district had no regular summer school, it was expected a good many pupils would be interested.

Early in 1958, the music section put aside \$1000 to-

ward financing its project. Basic to workshop planning were two ideas: workshops should be held in easy-to-reach neighborhood locations, so that pupil transportation problems could be avoided; and cost to pupils must be nominal, to encourage participation.

Actual planning went on for almost a year. Facilities, instruments, teachers, insurance, publicity and registration had to be arranged, and Music Section President Margaret Spiller looked for help to make the workshops possible. The response was wonderful. E. Rollin Silfies, supervisor of instrumental music, arranged for Oakland school district to furnish buildings, custodial services and instruments for pupils who needed them. District insurance covered pupils on school property, and OTA's insurance was extended to cover teachers in the program.

The City Recreation department agreed to co-sponsor the program, offering swimming and other planned recreation in conjunction with the music classes. This provided a valuable tie-in with already established recreation programs. The Recreation department further contributed the cost of brochures to advertise the new venture.



Since the OTA board of directors had approved sponsorship of the workshops, OTA took over its administration. Executive Secretary Frances Mayo organized registration procedures and hired extra clerical help to handle this operation. Descriptive brochures with registration forms were delivered in bulk to all elementary and junior high schools for pupils to take home. Music teachers in both public and parochial schools publicized the program, as did the Recreation Department and the *Oakland Tribune*.

Frank Ono, music instructor, was asked to coordinate the workshops set up at Markham school in East Oakland and Piedmont Ave. school in North Oakland. Ono directed the Piedmont Ave. program and Alvin Liedstrand, music instructor, was in charge of the Markham workshop. Thirteen faculty members, plus directors, taught classes in beginning and intermediate strings, beginning brass, beginning woodwinds, percussion, intermediate and advanced band, advanced orchestra, class piano and junior high school choir.

Class schedules, identical at both centers, permitted each child to take as many as three music classes a day, with recreation activities available as alternatives throughout. Fees were \$6 for each class, plus \$1 for initial registration; the recreation programs were offered at reduced rates to music students. Fees plus the music section's \$1,000 provided salaries for teachers, who were paid according to the number of classes they taught.

Workshop planners had anticipated an enrollment between 300 and 400. When a deluge of registrations was totaled, 900 eager pupils were signed up for a musical summer. Some 300 would take their first lessons on chosen instruments.

For many years, OTA music section had given music scholarships to deserving youngsters for private lessons or special courses. In this tradition, the section provided more than 100 scholarships to enable talented but needy children to attend the summer program. Newspaper coverage pointed up this public service by Oakland music teachers.

Public relations benefits continued to accrue. Parents had the opportunity to see—and hear—what their children were learning. Some 200 parents attended student concerts given at each school during the fourth week of the program. Open houses held the following week gave pupils a chance to demonstrate their individual progress, as parents visited classes in session. A picnic and family swimming night were also part of the summer's program.

The business community, too, became actively involved. Climax of the workshops was a theater party for all students, sponsored by the Best Music Co., Oakland music supply firm. The company donated a flute, clarinet, cello and bass viol, which were presented by Mayor Clifford Rishell to four pupils judged outstanding by their teachers, and students saw the movie, "Five Pennies," life story of one of the jazz greats, Cornettist Red Nichols.

James Brennan Jr., president of the Best Music Company, saw a two-fold value in the workshop because it gave all youngsters, not only the musically gifted, an opportunity for creative music experience. Long active in community youth programs, Brennan noted that young people who have developed a strong interest, such as music, are less likely to be juvenile problems.

"Teachers demonstrated their sincere interest in music education by sponsoring these programs," Brennan



*Strings were top choice among youthful Oakland music makers attending OTA-sponsored workshops last summer. Every class was packed. More than 900 enrolled.*



*It takes concentration to blow just right! But children loved the music program. So did parents who had a chance to visit classes, hear concerts, and praise their kids.*

stated. "Some of the lasting result is seen in the fact that we sold almost a third more instruments this year than last, and a great proportion were bought by those who had participated in the summer workshops."

Representing civic interests, Mayor Rishell stated how proud and pleased he was by the program, which showed what Oakland and teachers in the community could do.

No less gratifying was the appreciation of parents, both during and after the workshops. Teachers received dozens of letters expressing their thanks. Typical is a note signed "the parents of Jimmy, Johnny and David": "Our boys have had one of the most fruitful and interesting summer vacations they have yet enjoyed . . . it has meant an enjoyable summer to us to have them so happily occupied." "The music school has been a success," another mother wrote. "Thank you for conducting your class so that children enjoyed it so much." A father particularly appreciated the fact that summer group practice enabled his flute-playing daughter to join an

advanced orchestra section when she entered high school in the fall.

Even building custodians paid a tribute to pupils' absorbed interest in the music classes, commenting on how well behaved the children were!

A PR bonanza? Yes, indeed. But its effectiveness did not depend upon clever promotion techniques. The good will generated by OTA's music workshops reflects real appreciation for real service.

President Cruza put it this way: "The workshops are a concrete example of the professional interests of our association, showing that teacher organizations are not solely interested in the economic welfare of members. Initiated without thought to its PR significance, this program has reflected credit not only on OTA and the individuals involved, but has served to enhance the prestige of the Oakland school district in the eyes of the community." ★★

—JEAN VON CHRISTIERSON  
CTA Public Relations editorial consultant



*The idea of giving summer music instruction to interested Oakland youngsters came from OTA's music section. Cooperation with the Oakland School District and*

*City Recreation Department made possible and expanded the program. Administration and staffing were handled by members of chartered Oakland Teachers Association.*

# NEWS from professional fronts

## Border to Border

**STATE COUNCIL** of Education annual meeting December 4-5 at the Ambassador Hotel in Los Angeles will hear a report on plans developed by Los Angeles educators for the NEA convention to be held there in June. Next month's issue of *CTA Journal* will contain a full report of the Council as well as a summary of by-law amendments to be offered the NEA by the California delegation. Attendance at the NEA convention June 26-July 1 is expected to exceed the 17,000 reported for the 1931 meeting in Los Angeles and to set an all-time record for NEA national conventions.

**FIFTY SEVEN** teachers' credit unions are now operating in California, according to Credit Union National Association. The two most recently formed financial self-help groups are Mendo-Lake Schools Credit Union in Mendocino and Lake counties and the Teachers Association Credit Union in Los Angeles.

**INDUSTRIAL** Education teachers will attend the 31st annual convention of the California Industrial Education Association to be held at the Biltmore Hotel in Los Angeles March 11-12.



**MADERA COUNTY'S** 8th annual Chamber of Commerce Teachers' Banquet October 8 drew 550 businessmen and educators to Hatfield Hall at the county fair grounds. The program and dinner, made possible by 96 business firms, sought "to prove the community's moral support and respect for the teaching profession."

Photograph above, taken at the speaker's table, shows, left to right, William Whitney, secretary-manager of Madera county chamber of commerce; Wendell C. Scott, banquet chairman; Emerson M. Bain, county superintendent of schools; Julius Dominici, president of the chamber; Bruno Merz, CTA field representative assigned to Central Section; and Wilhelm Haugen, president of Madera county division, CTA Central Section.

**GOVERNOR** Edmund G. Brown, on behalf of the University of California Board of Regents, accepts a copy of the State Senate resolution praising the University for its role in revising the California Education Code. Presentation was made by Assemblyman Sheridan Hegland. Revision was supervised by Dr. Ernest A. Engelbert, associate director of U.C. Extension, with six institutions participating.



**APPLAUDING** rapid school construction since 1957, the San Diego *Tribune* listed five new secondary schools, 24 new elementary schools, extensive additions and remodeling as well as 81 portable standard classrooms added in the city of San Diego. Balance of \$37 million voted in 1956 will be exhausted next year. Next September the district will need facilities for 108,000 pupils; another bond issue is in the offing next spring.

**VICE PRESIDENT NIXON**, dedicating two new buildings at Los Angeles City College campus, said "We could make no greater mistake than to use the Communist yardstick to measure educational values in a free society." Capacity crowds in the auditorium, at a reception, and at an outdoor assembly heard the Vice President in his first appearance at a junior college program of this kind.

**ASSERTING** that "effectiveness of the secondary has been seriously impaired by the retention of certain aggressive elements within the student population who are unable or unwilling to accept regulations necessary for the operation of the school," Riverside county administrators (CASSA Council 23) adopted a resolution calling for a six-step answer to the problem of "goof-offs." Specified were redefinition, provision of psychiatric services, removal, creation of facilities other than comprehensive high school, communication with law enforcement, training in identification of delinquents.

**A SCHOLARSHIP BREAKFAST** sponsored by Saratoga Elementary Teachers Association October 18 served 1,900 persons and realized a profit of \$1,495. The fund will be used by the Association to provide \$500 annual scholarships for selected Saratoga high school seniors who intend to major in education. Over 60 teachers and administrators participated in the activity and there was encouraging support by newspapers, organizations, and the community in general.



**CTA MEMBERSHIP** stood at 102,517 on November 1, 7,467 more than the same date in 1958. Memberships for 1960 on the same date had reached 17,886. *Journal* mailing to 1959 members will continue through January but will be rejected if renewals are not received in the state office by January 20.

**HELEN HEFFERNAN** Scholarships provide a gift of \$1000 and loan without interest in like amount for graduate study in school supervision. Applications (before February 15) should reach Mrs. Grace B. Martin, county schools office, 2156 Sierra Way, San Luis Obispo.

**LOANS** and scholarships for students preparing to teach, offered for 1960-61 school year by the California Congress of Parents and Teachers, amount to \$210,500. Eleven fellowships and special funds provide grants or loans of from \$100 to \$2,200 each. Detailed information and application forms are available from CCPT, suite 300, 322 West 21st St., Los Angeles 7.

**DAN T. DAWSON**, executive secretary of CESAA, was principal speaker at meeting of Ohio Department of Elementary School Principals October 3. On October 9-10 Dr. Dawson was conference leader at the Arizona ESA annual Grand Canyon conference.

**DONALD M. CLELAND**, director of personnel for Santa Monica city schools and president of the California Elementary School Administrators Association, has been appointed to the advisory board of *National Elementary Principal*, monthly professional journal.

**FEDERAL LEGISLATION** was discussed by Roy Archibald, NEA consultant, at a special meeting of Los Nietos Teachers' Association which hosted members from seven teacher associations of the Whittier area.

## National Scene

**CORPORATIONS** contributing to higher education at a rate of one per cent or more of net income before taxes numbered 28 in 1958, compared to 14 in 1956, according to a report by Council for Financial Aid to Education. Gifts of \$100,000 or more came from 91 companies last year. A gift announced this month from TIME, Inc., will make \$250,000 available to four great universities, including \$10,000 a year for four years to Stanford. Another new fellowship program, a grant from General Electric Foundation, will provide graduate-credit study, all expenses paid, for 50 secondary social studies teachers.

**ARTHUR L. HARRIS** has been appointed Director of Field Services in the U. S. Office of Education. This new post will head all of the field programs of the office.

**NATIONAL TEACHER** examinations, administered annually by Educational Testing Service, will be held at 160 testing centers February 13. Colleges or prospective employing schools will advise whether optional examinations are necessary.

**DELTA KAPPA GAMMA** offers three annual \$2,500 scholarships for the academic year 1960-61. Applications (before January 1, 1960) may be addressed to Miss Dorothy Knappenberger, 2212 E 17 Plc, Tulsa 4, Okla. An additional special scholarship fund created by the professional sorority of women in education contained more than \$35,000 on October 1.

**SUPPORTED** by \$3000 individual grants from National Science Foundation, 48 top math and chemistry teachers will be selected for sabbatical year graduate work at Stanford University. Study will begin next September; inquiries will be received by Prof. Harold M. Bacon until January 15.

**RUSSIAN** is being taught in an estimated 400 American high schools this year. Before 1957 the language was being taught in only 16 classes.

**NATIONAL TRAINING** Laboratories, a division of adult education (NEA), will hold its second session for educational leaders at Gould Academy, Bethel, Maine, July 17-August 5, 1960.

**TESTING** programs in the schools offered by various testing organizations will be studied by three national groups of school administrators: NASSP, AASA, and CCSSO. Consultant on the national investigation will be Ralph W. Tyler, director of the Center for Advanced Study in Behavioral Sciences at Stanford.

**BILLIONS** to remember is this current statistic: School property in the U.S. is worth \$20 billions and it costs nearly \$10 billions a year to employ one and a half million teachers to teach 34 million children.

**OVER 40,000,000** students will be enrolled in American elementary and high schools in 1960, it is predicted. That is approximately the number of babies that arrived in American homes in the last ten years.

**SCHOOL DISTRICTS** in this country numbered 83,237 in 1949. Today, because of reorganization and centralization, there are about 49,000 districts.

**HEALTH** and physical education must be an integrated part of the school curriculum, the National Conference of Physicians and Schools declared at its seventh annual meeting in Highland Park, Ill., October 15. The AMA group said that in this era of emphasis on science and academic excellence, health and physical education still have a vital place in the school programs.

**A HAWAIIAN INDUSTRY** tour to be conducted by Dr. Milton S. Baum of Sacramento State's division of business administration will include a visit to three Hawaiian islands and lectures at the University of Hawaii. Class will leave Sacramento December 19, return January 3. Full cost is \$435; two units of credit offered.

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as our Northern California Representative



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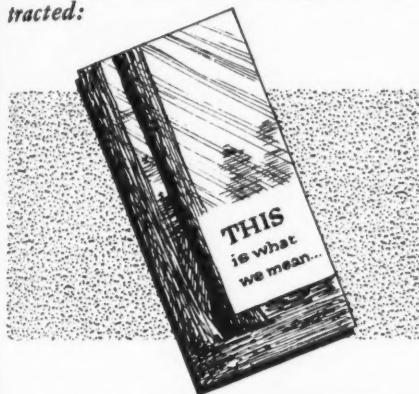
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# Values for You

*The committee on moral and spiritual values of the State Council of Education this month prepared a worksheet on its purposes and objectives, from which the following questions and answers have been extracted:*



**What is the general policy of the California Teachers Association on teaching about American ideals, our heritage, and moral values?**

"We hold these truths . . . The Public School is of itself a recognition that only an enlightened people may safely exercise liberty and wisely pursue happiness. The wise person has the skills, knowledge, and attitudes essential to success in everyday living. All of these skills and all of this factual knowledge will not, of themselves, guarantee enlightenment. They make their best contribution under the guidance of worthy moral and spiritual values. The enlightened person loves his country and is devoted to the preservation and progress of its way of life. Above all, the enlightened person has a burning desire to know, and he finds high adventure in his continued search for truth. The ultimate goal of the school is the development of these characteristics. Within the school itself, everything done must be judged by its contribution to this objective."

—A Statement by the Commission on Educational Policy of the California Teachers Assn.

**Does the Association have a more specific policy on the teaching of moral and spiritual values?**

The State Committee on the teaching of Moral and Spiritual values proposed the following policy which was adopted by the State Council in 1954: "To help teachers find, explore and use methods of teaching which implant and nourish in youth the moral virtues and spiritual values sanctioned in our democratic society."

**Just what does the committee mean by "moral and spiritual values"?**

Dr. Arthur Corey summarized it this way in an address given in 1954: "History's peoples, cultures, religions, prophets, seers, and sages have sifted these values to the surface. When accepted they have given men the power and desire to be good. . . ."

- Worth of Individual Man
- Interdependence and brotherhood of man
- Practice of non-violence and non-injury
- Helping the weak rather than exploiting them
- Purity of life and motive
- Ability to achieve higher states of life
- Belief in one omnipotent God . . ."

**How extensive is the effort to tell about the schools' program?**

In 1951 the National Education Association Educational Policies Commission issued a 100-page statement, *Moral and Spiritual Values in Public Schools*. It said: "No society can survive without a moral order . . . Education uninspired by moral and spiritual values is directionless."

These 10 Basic Values proposed by the Commission have general acceptance:

- Human Personality—The Basic Value
- Moral Responsibility
- Institutions as the Servants of Man
- Common Consent, Voluntary Cooperation
- Devotion to Truth
- Respect for Excellence
- Moral Equality
- Brotherhood
- The Pursuit of Happiness
- Spiritual Enrichment

**Does teaching about Spiritual Values mean teaching religion?**

No. The California Teachers Association policy uses the word religion in this way: "To help teachers develop in pupils a greater recognition of God and religion as factors in our culture, and a desire to participate in the religious life of their communities."

**Just how much religion will be taught in the public schools?**

None. The Attorney-General of California said this in a 1955 opinion: "Although direct instruction in religious principles may not be given in public schools, it does not follow that every reference to anything religious is prohibited. A course in the history of California which did not describe

the early missions is unthinkable. . . . A high school course in European history could not properly omit references to the great religious controversies of the middle ages . . . use of religious subjects in classes in art, music, literature, and history . . . properly presented need not involve the promotion of religion. . . . Even the Bible itself need not be excluded. It has exerted and still exerts a great influence upon English and American literature."

In an address before the California Congress of Parents and Teachers, Dr. Corey said: "With the exception of personal religious experience, the values given above are being taught in the public schools and can be taught better. To help teach them better is the purpose of the CTA Moral and Spiritual Values Committee. It is frankly recognized that, underlying all these concepts, is the idea of a great spiritual power, bigger and more powerful than ourselves. A personal faith in God cannot be taught by the public school. This the teachers have a right to expect from the home, the church, and the synagogue."

**How are values taught and accepted by children and youth?**

Here again Dr. Corey sums up: "It is not difficult to teach children how good people behave. But it is not easy to help them develop within themselves those spiritual resources which produce within them the desire and strength to behave as they already know they should. This is a basic problem in education."

**When do children and youth accept values?**

As a result of a Denver study, these points are suggested:

- When they are responsible for their own behavior and work with responsible adults.
- When they are respected and free to be themselves.
- When they are able to grasp the working of a force or principle: numbers, a word, new life, or the bigness of the universe.
- When they make choices that affect themselves and others.
- When they protect their life and others by practicing rules of safety.
- When they see life with new significance by free examination of issues.
- When they extend their efforts beyond hope of external reward.
- When they share in the life of the school, home, community.

**What are some of the publications available from CTA on this subject?**

- *Values to Live By*
- *Faiths of Mankind*
- *The Law on Teaching Religion and Morals*
- *Share Your Success in Teaching Values*
- *Moral Competence, Successful Practices*
- *Resource Kit, All Materials in Packet*



## What I'd like to know is...

Professional questions answered by  
**HARRY A. FOSDICK**  
CTA Public Relations Executive

### Reasons for Leave

**Q.** *Can a school board grant emergency leave with pay to a teacher for causes other than death in the immediate family? For example, jury duty, illness in the immediate family needing the teacher's care, medical or dental appointments, driver's license, pallbearer, etc.?*

**Ans.** According to CTA interpretation of the Education Code, local governing boards have wide discretionary powers in granting personal leaves. However, some county counsels disagree with this interpretation. It's usually wise to check with the rulings in your own county before making definite recommendations to your board.

According to an act adopted by the 1959 Legislature, the district may grant leave for jury duty and pay the difference between the juror fee and regular salary. The teacher still has the right to be exempted from jury duty, and presumably would exercise this right if his absence would seriously disrupt the educational program of the school. Some districts followed this policy even before AB 2225 was enacted.

Your district attorney's opinion should be sought regarding leave for illness in the immediate family. Paid leave for this purpose is granted by some districts, and in others the absence is permitted without loss of pay but charged against the teacher's accumulated sick leave. I still seriously doubt the legality of this practice, but it apparently is permitted in some areas.

Medical or dental appointments would qualify under sick leave if they are emergency in nature. Otherwise, this is leave for personal convenience and appointments should be scheduled on days or at times when the teacher is not on duty. Unless a driver's license is required by the district for performance of one's specific duty assignments, this certainly would be absence for personal convenience and the district would be compelled to deduct full salary in accordance with the formula specified in the Education Code. The same would be true for absence to serve as a pallbearer.

As you can see, each "etc." must be evaluated individually. The general guide would be, "is this absence for the convenience of the district or the teacher?"

### Age Limit

**Q.** *I recall a short item in our local paper about a year ago indicating that there is a law or ruling in California that a teacher cannot be refused renewal of contract solely because of age. If this is correct, how can so many districts legally have age limits for granting tenure?*

**Ans.** There is no law or ruling which would prevent a district from releasing a teacher on the basis of age unless the teacher had acquired tenure status. What such a policy actually amounts to is that the district is setting age as a requirement for employment and need give no reason as to why employment is refused.

### Letter of Resignation

**Q.** *Because I passed my 46th birthday this fall, my contract in this district will not be renewed for next year. My ratings from principals for all three years I've been in the district have been well above "satisfactory."*

*However, I was told of this age limit when I was employed, so I shall, of course, accept this termination. What I'd like to know is, why am I being asked to write a letter of resignation, "for my own protection" as it was put, when the termination is not my wish, but theirs? If such termination due to age is legal and ethical, why would any stigma be attached to me if my record stated "dismissed due to age 46"?*

**Ans.** I share your doubt regarding the significance of a resignation. Dismissal based solely on an existing age policy should not affect your employability in any way. No one has attempted to define the ethics question in an arbitrary age limit policy, but courts have sustained the district's right to enforce them. If the district officials imply that your failure to resign would affect the type of recommendation which they would submit, such a suggestion is clearly unethical even if not carried out. In the joint statement issued by the CTA Personnel Standards Commission and all administrator organizations, it was declared unethical to state or imply that submission of a resignation or failure to do so would affect the recommendations which might be offered.

However, since you've accepted the fact that employment will not be granted in this school system for next year, there would be no objection to your writing a letter of resignation specifying that you are doing so on the basis of the district policy regarding age limits for granting permanent classification. This would keep the motive clear. If such a letter would create a friendlier feeling toward you by the administration, you would have nothing to lose by submitting it. But if you have the slightest doubt about your legal rights, be sure to clarify your status BEFORE you offer any type of resignation.

### Permanent Reemployment

**Q.** *I taught from 1951 to 1954 in this district, then resigned to teach in Okinawa for two years while my husband was stationed there. When I left, I was told by the superintendent that if I returned within 39 months, I*

would not lose tenure. I did return within the three-year period, but the three contracts I have received since being re-employed have all classified me as probationary. Shouldn't they have been marked "permanent"?

Ans. The district can grant permanent classification only when you are employed for the fourth consecutive year. If you had requested and been granted leave status while in Okinawa, you would have been made permanent when you resumed your duties in the district. However, you resigned before your fourth year in the district. This resignation cancels probationary credit for previous service, so the district was correct in classifying you as a first year probationary teacher upon your return. Had you been permanent prior to the resignation, the tenure status would have been re-instated when you were re-employed within 39 months. This distinction is arbitrary, but is required by tenure law as it now stands.

## READERS ARE LEADERS

TEACHERS are faced with the problem of motivating the poor or disinterested reader, as well as the superior reader. Recreational reading habits are among the most important facets of learning which, formed in the elementary grades, are carried forward into adult life. To aid teachers, many programs have been used with varying degrees of success.

For several years, I have utilized a program which has been successfully operated not only by teachers, but by school and public librarians as well. The Library Club of America was established in 1955 by the Book Manufacturers Institute, with the conviction that once children were stimulated to read over a sufficient

length of time, the impetus would continue to spark their interest.

The term "Library" may be misleading, because the program is basically one of reward for books read. The most common device for determining how well a book has been read is the book report. The Library Club of America suggests the reading of four books to qualify for the membership button; six more books for the Honor pin; and eight more for the Life Member pin.

Life Members pledge themselves to read two books a month after receipt of their pins. These pins, formerly provided free by the Library Club of America, are now available to sponsors at a nominal sum. Any teacher or librarian may qualify as a

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sponsor of the Library Club of America program, and each chapter, upon application, is sent a charter of membership.

Each chapter may set up its own standards of achievement necessary to qualify for the three types of pins. Rather than the "4-6-8" plan suggested by the Library Club of America, our chapter uses a "5-5-10" system of book reports. When a pupil has given five satisfactory oral book reports, he is eligible for the Member pin; when five additional written reports have been handed in, he is eligible for the Honor pin; and when ten more reports have been given, either oral, or written, or a combination of the two, the student is eligible for the Life Member pin.

Different plans are in use in over 2,000 chapters throughout the world, and nearly half a million children are enrolled. The bulletin published periodically by the Library Club of America lists chapters thriving in San Jose, Los Angeles, Fresno, Santa Ana, Hayward, Stockton, and thirteen other California communities.

Aside from requesting pins, sponsors are sent questionnaires from time to time to evaluate the status of the program. The findings of a survey taken last year by the Educational Consulting Service for the Library Club of America, substantiate the fact that the program has stimulated reading greatly among most members, and has developed increased interest toward school subjects, scholarship, and achievement.

LLOYD V. ROGERS  
Menlo Park

#### Available from the LCA:

- (1) The Library Club of America Program (booklet)
- (2) Analysis of Library Club of America Program by Educational Consulting Service, Dr. Parmer L. Ewing, Director (booklet)
- (3) LCA Bulletin (7 have been issued to date)
- (4) Friday Review (brochure and prospectus)
- (5) Bringing Children and Books Together, by I. Victor Burger, et al., 1956 (\$4.00)

Mr. Rogers, author of the brief letter above, suggests that further information may be secured from LCA at 28 West 44th St., New York 36, N. Y.

## Soviet Schools Abandon the Ten-Year Program

By Billie K. Press

I SPENT a month in the U.S.S.R. last year just before the ten-year school was abolished. I had the opportunity of visiting schools and summer camps and of interviewing principals, teachers and several high-placed officials in the field of education.

I was impressed with the ten-year school curriculum and agreed with my scientist-husband and his colleagues that it gave excellent training to those academically talented individuals who would go on to higher education in the sciences.

As an American teacher, however, I felt that the curriculum, with its five years of math, four of chemistry, five of physics and five of a foreign language, imposed much too heavy burdens on below-average and even on average students. The homework load which accompanied this curriculum was so heavy that complaints had been made by Soviet doctors that children's health was being endangered.

But Russia had been so recently illiterate it had much catching-up to do. The State needed millions of scientists, engineers and specialists. It therefore developed the rigorously academic ten-year school which produced vast numbers of people trained in the basic sciences. From these, the top 10 per cent were chosen to go on to Higher Education.

During my visit to the U.S.S.R. I

*Mrs. Press, Pasadena teacher and wife of a scientist, has been studying Russian this year at Cal Tech and plans to return with her husband to the USSR next summer for a second visit.*

heard school principals express concern over the fact that the ten-year school was not meeting the vocational-training needs of those who would enter the labor force immediately following graduation. Very little concern was expressed, however, about the happiness of the 90 per cent of ten-year school graduates who were not accepted for Higher Education. It was apparently unimportant that all of these children had worked and struggled for so many years and ultimately were disappointed.

One high-placed official in the Republic of Georgia made a remark which was related to this, however, when he said, "It is bad policy to educate so many people beyond the stations they will occupy in life." This was an interesting and characteristically Soviet way of viewing the problem.

Since higher education is virtually the only avenue by which a Russian may achieve more in life than a minimum proletarian existence, it is no wonder that children strained and were pressured to be among the chosen 10 per cent.

Throughout the Soviet Union, during the summer, I saw children of all ages doing remedial work in schools (open for the purpose) and in summer camps. Many eight, nine and ten-year olds, who had received *passing* grades, were working to take re-exams in the hope of raising their grades, thereby qualifying some day for the university.

In terms of the state's goals, the ten-year school was eminently successful. Russia, as we know, has been able to produce all of the scientists

and technicians it now needs. In fact, many Soviet educators told me that the U.S.S.R. was becoming top-heavy with scientists and engineers. There were simply not enough jobs for them all. Since human beings become restless when they are educated beyond their stations in life, and since Russia's need now is for skilled labor, it is obviously no longer in the state's interest to give so many young people a ten-year, highly academic, education.

Therefore, the ten year school has been abolished and henceforth, most children will receive an eight-year "worker's" education.

A press release from the Soviet Embassy in Washington last June stated that in the new eight-year school manual labor will occupy about 12 per cent of the academic time in grades one to four and 22 per cent in grades five to eight. Children will "work in school shops, experimental fields and housekeeping classes. In grades five to eight students will tend parks, help improve towns and villages, assist on collective farms." It is recommended that starting with the third grade, "All pupils should work two hours a week tidying schoolyards, repairing furniture and teaching aids, and serving in the school dining rooms and libraries."

After some controversy, it has been decided that the academically gifted, and especially the *scientifically* gifted, shall go directly to secondary school after the eighth grade, rather than to work. However, manual labor will occupy a considerable part of the secondary school student's time. In order *not* to lower the academic preparation of these gifted individuals who go on to the university, an extra year has been added to the secondary school. Thus, all children who are permitted to complete day-time secondary education — and their number will be relatively small — will do so in eleven years rather than ten.

Furthermore, compared with the old ten-year school, 116 *additional* hours will now be devoted to math, 104 to physics, and 67 to chemistry. The secondary school curriculum

thus loses none of its rigor. The big change is that this program will no longer be for all or nearly all. Evening schools are being greatly expanded and any employed and ambitious eight-year school graduate may attend. The curriculum of the

evening secondary schools provides for 18 hours of instruction and four hours of consultation per week. This represents a very heavy schedule after a day in factory or field, but there is no doubt that many will enter this program, for education is

These designs were all "painted" on with sugar icing. Painting with icing and on real cookies!!

Here's project so novel and timely, you'll find class delighted and excited over it. Can be eaten after holiday cantata or taken home.

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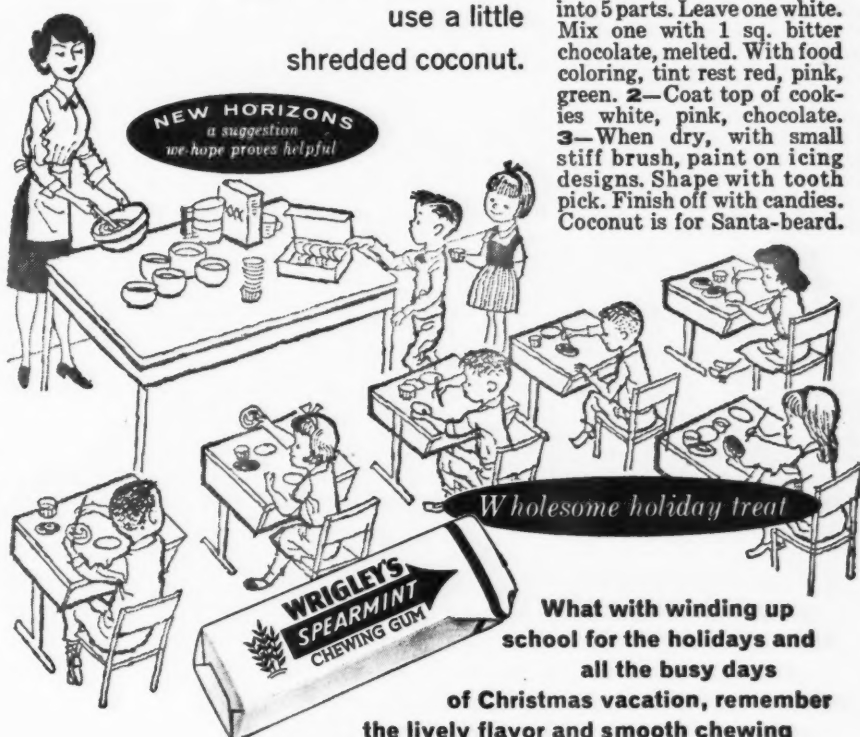
## Christmas cookies

You don't even have to bake the cookies if you don't want to; use "store-bought" ones. For decorating all you need is icing (white, tinted, chocolate); a few small candies; and, for Santa's beard use a little shredded coconut.

### DECORATING COOKIES.

Ideas for designs shown above

Buy or bake 48 plain cookies. 1—Mix pasty icing with 6 cups sifted powdered sugar, 8 to 9 Tbs. hot water. Divide into 5 parts. Leave one white. Mix one with 1 sq. bitter chocolate, melted. With food coloring, tint rest red, pink, green. 2—Coat top of cookies white, pink, chocolate. 3—When dry, with small stiff brush, paint on icing designs. Shape with tooth pick. Finish off with candies. Coconut is for Santa-beard.



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rigorously academic school to an  
eight-year "worker's" school has been  
made because Russia's principal  
needs have changed. She has enough  
scientists and is focusing attention  
now on her need for skilled labor.  
This change will probably benefit the  
majority of Soviet children who  
would have entered the labor force  
regardless of the education they re-  
ceived, since it will relieve them of

the pressures and frustrations that  
they experienced under the ten-year  
school system. The new system will  
undoubtedly work hardship, how-  
ever, on those reasonably bright  
youngsters who, for career reasons,  
would have wished for an uninter-  
rupted secondary school education.  
For now, unless one is highly-gifted,  
he goes to the eight-year Worker's  
School and can hope to rise in life  
only through the prodigious effort of  
working in the daytime and attend-  
ing secondary school at night. ★★

## HEARING AND SEEING

Television, radio, films—power tools for learning

### —MEETINGS & APPOINTMENTS—

J. JAMES McPHERSON, chairman of  
the a/v Education Department at Detroit's  
Wayne State University since 1955, has  
been named to the top staff of the Educa-  
tional Media Branch of the U.S. Office of  
Education. The Educational Media program  
was authorized by Congress to stimulate re-  
search and experimentation in the educa-  
tional uses of tv, radio, film and other new  
communications media. McPherson will di-  
rect dissemination of information to educa-  
tional institutions.

National Audio-Visual Association, Inc.,  
will hold its western conference January 7-9  
at Del Monte Lodge, Pebble Beach. Gen-  
eral chairman is Bradford Heard, of Photo  
& Sound, San Francisco. Further informa-  
tion may be obtained from NAVA head-  
quarters at Fairfax, Va.

Thirteenth Annual Western Radio and  
Television Conference will be held Febru-  
ary 18-20 in San Francisco. Latest informa-  
tion on educational and commercial broad-  
casting will be an important part of the  
agenda. For full information, contact Stuart  
Hyde, San Francisco State College, 1600  
Holloway Avenue, San Francisco 27.

### —NEW IDEAS—

Seal, Inc., of Shelton, Connecticut, to-  
gether with Dr. Harvey Frye of University  
of Indiana, have developed a process for  
making both black and white and full color  
transparencies from printed sources such as  
*Life*, *National Geographic* and so on. Dr. Jer-  
rold Kemp of San Jose State, who has done  
some work with the new process, recom-  
mends it as one way to prepare good trans-  
parent visual materials.

Another process is that of making multi-  
ple 2x2 slides in a matter of minutes, using  
a Polaroid Land Camera and the Polaroid  
Copymaker. This process, developed by

Ronald Hunt and John Overton of San  
Diego County Schools, requires a mask cut  
from black cardboard 14x10½, the right size  
for fitting on the Copymaker's 11x14 easel.  
Four holes measuring 2¾x¾ are then cut in  
the mask to accommodate the four photo-  
graphs to be copied. They should be 1½"  
apart. The photos to be copied are placed  
on the Copymaker, covered with the mask,  
and correctness of the image checked by  
using the ground glass provided with the  
Copymaker. The Land Camera is loaded  
with Type 46-L Land Projection Film, the  
cable release pressed, tab pulled to start  
development, and in two minutes, there are  
the four transparencies.

Staples-Hopmann, Alexandria, Virginia,  
offer a line of multi-purpose rear view pro-  
jectors which resemble large tv sets and  
combine the features of movie or still (slide  
or film) projection, and a microphone. A fea-  
ture of particular interest is a removable re-  
mote control panel from which the entire  
presentation can be controlled, giving the  
leader control over the presentation while  
allowing him to maintain personal eye con-  
tact with the audience. Full details from the  
maker.

### —FILMS—

Having trouble finding films for Spanish-  
speaking students? Bray Studios, 729-7th  
Avenue, New York 19, have made a limited  
number of their films available in this lan-  
guage. Write for their list.

New teacher training film is *Reading De-  
velopment in the Secondary School*, produced  
with cooperation of Los Angeles City  
Schools, and taken in actual classrooms  
showing students during reading lessons. 16  
mm, b&w, 20 minutes. Guide and additional  
information from Learning Through Seeing,  
Inc., P.O. Box 368, Sunland, Calif.

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use *Your Ticket to Safety*, color film produced with the aid of the California Highway Patrol. Narrated by Art Baker. Running time, 11 min. Information from Fass-Levy Films, 1320 Quebec Street, Denver 20, Colorado.

Filmstrips on history, art, religion, current events and science are available from Life Filmstrips, 9 Rockefeller Plaza, New York 20. Developed from photo-essays in *LIFE* magazine, the series now has more than 100 titles available at prices ranging from \$2 (quantity, b&w) to \$6 (single prints, color). Folder with complete information available from above New York address.

### -ED TV-

In September 1956 a group of schools in Washington County, Maryland, began using television as a part of the regular instructional program, first step in a five-year project to study the use of tv in education. First progress report has now been published under the title, "Closed-Circuit Television, Teaching in Washington County, 1958-59." Background and planning for the project are covered, as well as beginning and expansion of instruction. Evaluations cover the pupil in the classroom, the community and the classroom teacher, as well as other projects in progress. Charts show the result of a regular testing program to evaluate pupil achievement, with and without tv. Send 75c to Robert F. Leshner, Director of Public Relations, Board of Education of Washington County, Hagerstown, Maryland, for your copy.

"Hola Ninos" is the name of the second-year Spanish course now being presented on San Francisco's KQED by Dr. Manuel Guerra. Although essentially a continuation of last year's award-winning "Saludos Amigos," the new show can also be used as a beginning course in itself. Approximately 65,000 viewers in eight Bay Area counties see the show, which is broadcast Mondays and Wednesdays at 1:30 p.m. "Saludos Amigos" is also being presented again, on kinescope. Dr. Guerra, who gives the course, has a distinguished educational background which just prior to his return to California included the teaching of conversational Spanish over WBEN-TV, Buffalo, New York.

In 1957, under sponsorship of the Fund for the Advancement of Education, representatives of major educational and cultural institutions in the Boston area created the Council for a Television Course in the Humanities for Secondary Schools. Early project was a series of 12 pilot films dealing with drama, featuring Clifton Fadiman, Yale Professors Maynard Mack and Bernard Knox, and performances by the Stratford Shakespearean Players, of Canada. Last August the Fund declined to continue support of the project which would cost an additional \$700,000 over the \$410,000 already spent. Reason appeared to be a clash between education and showmanship. Fund officials felt that the structure of the project had become

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too costly and production costs would force sales prices of resulting films too high for schools to afford them. They felt that Shakespeare could be effectively presented by a "master teacher" without performances by an acting company. Professor Knox, speaking on behalf of the Council, felt that additional expenses were justified, that the twelve films already produced are a turning-point in the history of educational television.

### **—COMMERCIAL TV—**

NBC's "Back to School" show which was broadcast last September and aroused considerable favorable comment, is now available as a film. Sponsor of the show, Remington-Rand, has arranged to make prints available, without commercials, on a loan basis without charge. Requests should be made as far in advance as possible to Modern Talking Picture Service, 3 E. 54th Street, New York 22.

It is difficult to list, in a monthly magazine, shows on commercial television which might be of interest to educators and students. Station directors do not schedule far enough in advance to provide information the required 60 days in advance for monthly publication.

The Civil War Series currently being shown on KPIX, San Francisco, and based on the photos taken by the famed Mathew Brady, deserves favorable comment. Although based on a series of still pictures, the show has no still, "static" quality because of the outstanding camera work. December shows still to be seen include *Blockaders* (December 8), *Grant and Lee* (15th), *Appomattox* (22nd) and *Night of the Assassins* (29th). Tuesdays, 7:30.

The CBS "Conquest" series (which did not begin with the Tuberculosis story as indicated in this magazine last month) has the following shows definitely on the agenda, but not definite as to dates: The Streptococci Story, The Sun, Bathyscape (undersea vessel), Human Radiation, Evolution in Progress, and Insect Communication. Watch for them. These shows are to be presented alternate Sundays on the CBS network stations.

"The most magnificent music possible in keeping with Christmas" is the way NBC announces its December 22nd "Startime" show, which will feature St. Paul's Cathedral Boys' Choir (from London), Leonard Bernstein, Marian Anderson and the Westminster Choir of Princeton, New Jersey.

December 6 will see the return to the air of the Bell Telephone science shows. First show will be a re-run, "Gateways to the Mind" the story of the human senses. NBC network.

Also on NBC will be Charles Laughton, narrating and starring in "A Midsummer Night's Dream," highlights on a future DuPont Show of the Month. Taping of the show began November 30th at Stratford-on-Avon, England.

—V.L.T.

## APPLAUDS CTA POSITION

Editor, CTA Journal:

The fiasco caused by the House Committee on UnAmerican Activities (CTA Journal, October 1959, page 11, "Purer Than Ivory" by Harry A. Fosdick), and the sensible counter-action by Executive Secretary Arthur F. Corey should make all of us proud to be members of CTA.

For too long a time this Congressional Committee has run wild and the Committee will now have to act reasonably and fairly in its dealings with people in all lines of work and professions.

Congratulations to the CTA leadership in its fight for fairness.

THOMAS E. KENDALL  
Walnut Creek

## BEHAVIOR STUDY

Interest in the subject of student behavior caused an unusual demand for the article by Frances Coolidge in November issue of CTA Journal, "The Fourth R—The Rod" (pages 16-17). A few complete copies of the Journal are still available on request but reprints are not available.

Mrs. Coolidge completed her master's degree at College of the Pacific on the corporal punishment theme under the supervision of Dr. Marc Jantzen, dean of the school of education.

San Luis Obispo county schools will conduct a study partially based on this article.

CTA Field Service has prepared a kit of publications on the subject of student behavior which has been widely distributed throughout the state. Notable items included are reprints of booklets produced in San Jose and San Diego.

## Journal Advertising

Of the 476 pages of CTA Journal published in 1959, 152 pages were devoted to advertising, representing a revenue to CTA of nearly \$64,000. Space sales made it possible to produce the magazine at a net cost of less than seven cents a copy—or approximately 60 cents for 324 pages of editorial matter in the nine issues. An index of Volume 55 contents appears on pages 31-34.

**CTA CHARTER PRESIDENTS (625 at present) are requested to notify Membership Records Office, CTA, 1705 Murchison Dr., Burlingame, this month (1) name and address of the 1960 president, (2) name and address of the outgoing president, and (3) charter number and full name of the local organization.**



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PROF. DR. BERG, Dept. C, St. Mary's College, Calif.

## LEIF ERICKSON

(Continued from page 13)

able information about the individual student.

But despite all the school will learn about a student over the years, there is much that a parent knows about him that the school cannot record in test scores, Gelatt declares. Therefore, the way to make most effective use of files full of student records is for the school, the student and the parents to counsel together on where do we go from here.

You know, any parent who passes up a school's invitation to be kowtowed to in this fashion would have to be pretty ignorant.

That 305 of 315 turnout at Jordan junior high shows there aren't many parents so ignorant in the Jordan district, at least. Results indicate that teamwork pays off in community understanding and co-operation.

## READER URGES SIMPLIFIED SPELLING

Dear Mr. McKenney:

In your October comment on my *Phi Delta Kappan* article, on the Hagen Bill it supports, and your reply to a reader's inquiry as to why the education press of the country had maintained such silence on this last, may I exercise the writer's customary privileges of rejoinder?

I couldn't more wholeheartedly second that inquiry. Why have its editors withheld from the classroom teachers of the country—they who make up the bulk of its subscribers—all inkling of the enormous lightening of their labors with reading, writing and spelling, which the Hagen Bill contemplates?

It is, you say, because you editors are hard-bitten realists. You more than suspect that the chaos of our present spelling costs our children a waste of two years of their schooling as compared with those of phonetic Russia and the phonetic Spanish world. So, by inference, you agree that its regularizing to a comparable sound-sign efficiency would probably end this staggering wastage. But all such attempts—in the main by individuals and small voluntary groups—have thus far come to naught so what hope that this proposed Congressional action will do any better?

It won't, certainly, unless parents and teachers bear of it, unless the case for simple and rational spelling is fairly and adequately presented to them. And whose responsibility is such a presentation if not that of the educational press of the country?

Is it in order, then, to suggest that before

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4. be for four days a guest of the Government of Northrhine-Westphalia in Duesseldorf;
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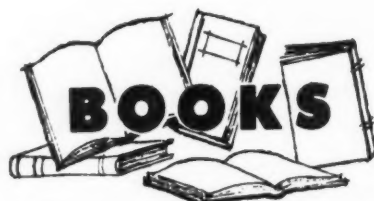


Congress re-convenes, every outstanding teacher and parent-teacher periodical in the land should devote a couple of pages to the text of the Hagen Bill—officially H.R.2165—and some portion of the interesting remarks with which Mr. Hagen introduced it. And perhaps another to a few not unimportant questions these naturally bring to mind. For instance, what does the two year wastage of each child's schooling total for the 32 million children now enrolled in our 12 grades? And what bearing does this appalling aggregate have on that "Challenge of Soviet Education" of which we hear so much?

If I am a little fervent in this matter, I have the background for it. Teaching English as a foreign language in the schools

of Mexico City gave me an outside view of the time-consuming, memory-burdening, reason-flouting nature of our spelling. Teaching Spanish as the mother tongue to illiterates there, a glimpse of the magic which a comparable phoneticism could bring to our reading problem—the Number One headache of our schools.

HELEN BOWYER  
Los Angeles



## Notes in the Margin

"Students can't make the most of their ability unless their school's standards are high. They can be passing their tests while they flunk their future." Thus the front cover of *Yardsticks for Public Schools*, a pamphlet issued by the National Citizens Council for Better Schools, introduces the study of quality in schools. For a copy, write Better Schools, 9 E. 40th St., New York 16.

Continuing the study of the schools is *The Great Debate: Our Schools in Crisis*, edited by C. Winfield Scott, Clyde M. Hill and H. W. Burns. Pro and con views of major issues are covered by several writers, among them Conant, Woodring, Rickover and Bestor. Published by Prentice-Hall. Paperback, \$1.95.

Latest releases of the U. S. Department of HEW include *Progress of Public Education in the United States of America, 1958-59*, the summary report to the 22nd International Conference on Public Education held last July in Geneva; and *Teaching Opportunities, 1959 edition*. This latter book may be obtained for 30c from the Supt. of Documents, U. S. Govt. Printing Office, Washington 25, D. C.

In July 1955, Teachers College, Columbia University, began a 4-year project with the aid of a \$400,000 grant from the W. K. Kellogg Foundation to (1) take the lead in establishing a service center for colleges and universities preparing school administrators and (2) pioneer in the field of in-service education of school executives and related personnel to whom further advanced degrees were not the prime motivation or goal. These two chief goals have been accomplished, and in addition, a series of related activities have lent breadth to the total impact of the project. Report is made in *Teachers College Looks to the Future of Educational Administration*.

*Delinquent Behavior: Principles and Practices*, latest and final report of NEA's 1-year study, outlines a program for identification of potential delinquents and guidelines for helping them. 350 pages, \$2.

*Introduction to Group Dynamics* includes in its 84 pages an explanation of group dynamics, discussion of individual as well as group behavior, and practical applications. Authors are Malcolm and Hulda Knowles; publisher is Association Press. Hardcover, \$2.50.

Free from Edison Foundation, 8 W. 40th St., New York 18, is *Science Begins at Home*, an address by Dr. Anne Roe. The paper looks into the social and family influences which go into the making of the scientific personality, and will broaden the educator's view of what shapes a youngster's attitude toward nature and science.

The 1960 edition of the *Science Clubs of America Sponsor Handbook* may be ordered for \$1 from Science Clubs at 1719 N Street, N. W., Washington 6, D. C. It covers such information as science fairs and how to run them, how high school seniors can participate in the Science Talent Search, materials and ideas for club programs, and where to get free and low cost materials.

World Affairs Materials, Brooklyn College, Brooklyn 10, New York, offers a 73-page booklet entitled *Free and Inexpensive Materials on World Affairs*, by Leonard S. and Thomas L. Kenworthy. Price is \$1 if payment accompanies order, \$1.25 if billed.

Available at no charge to speakers on UNICEF is a new guide titled *Information for Speakers*, with history and basic facts about UNICEF. Write to United Nations, New York. Also still available is Heilbroner's popular *Mankind's Children—The Story of UNICEF*, for 25c. This booklet comes from Public Affairs Committee, 22 E. 38th St., New York 16.

Looking for Christmas materials? A little booklet from Ruby Lee Adams, 219 Ninth Avenue, North, Nashville, Tennessee, gives abundant information. Contains stories, pictures, customs, legends and ideas, all based on Christmas. Price is \$1.25.

Many teachers look for information on bulletin boards. Regular *Journal* advertiser is Minute-Mount Bulletin Boards, Redlands, California, announcing special holiday kits and ideas. More information on this subject may be found in *Easy Bulletin Boards* by Robert Hein and Esther Davis, a handbook of ideas at \$1.50, from P.O. Box 103, Cleveland 21, Ohio.

American Heritage Publishing Company announces its new series of history books for children—the American Heritage Junior Library. Editor in charge will be Ferdinand N. Monjo. School, library and bookstore distribution will be handled by Golden Press. First editions will be out in February.

Labor-management relations, occupying a large part of today's news, inevitably come in for classroom discussion and study. Several publishers have issued materials on this subject: *Complete Handbook on Labor-Management Relations* is 185 pages, costs \$3.50 for the first copy, \$2 for each additional. Available from National Debate Re-

Turn to page 34

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## BOOK REVIEWS

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search Co., Box 1161, Chicago 90; National Association of Manufacturers (NAM) has distributed 10,000 kits of discussion materials on the subject to high school debate leagues. Additional materials are in preparation. Request information from NAM, 2 E. 48th Street, New York 17. Also try *How Do Labor and Schools Work Together?* a 31-page booklet free from National Citizens Council for Better Schools, 9 E. 40th St., New York 16.

UNESCO publication printed and distributed by Columbia University Press is *Education for International Understanding*, examples and suggestions for classroom use. \$1.50.

West Virginia Education Association has just published *Solving Behavior Problems*,

the result of five years of research and study by the West Virginia Work Conference. 168 pages, clothbound. \$2 single copies, 25c discount on orders of ten or more.

**SPURS TO CREATIVE TEACHING**, by Laura Zirbes. G. P. Putnam's Sons, New York 1959. 354 pp. \$5.75.

In this book the author uses her spurs on all educators. Although pertaining primarily to elementary education, suggestions made are applicable to all levels. In fact, Dr. Zirbes stresses the need of creativity in progressive education. Her ideas, recommendations, and suggestions are well illustrated with concrete examples and many thought-provoking statements. These statements are prefaced by the letter n.b. and N.B., the standard abbreviations of the Latin *Nota Bene*, meaning *note well!*

The main foundation-stone for the material presented is that man is creative by nature and this is manifest in the long perspectives of history, but the innate potentialities of creative minds are finding too little support or sustenance in the social process through which children and youth are brought to maturity and launched in careers. Children who are raised in an environment surrounded by people (including educators) who are reactionary, habit-bound, and not resourceful are unlikely to be creative. The author emphasizes the need for provisions for creative release through creative guidance and creative teaching, and states that if this is not done children, too, will become rigid and resistant to change.

After developing basic principles of creative teaching, the author applies them to curriculum improvement, inservice training, and the teaching of arithmetic, art, language arts, music, reading, school living, science, and social studies. This is uniquely done and the presentation itself is creative.

—AUBREY L. BERRY,  
 U.C.L.A.

**KNOWLEDGE IS NOT ENOUGH**, by Samuel B. Gould. Yellow Spring, Ohio: The Antioch Press, 1959. pp. 232, \$3.50.

*Knowledge is Not Enough* is a collection of 15 addresses by the former President of Antioch College, recently inaugurated first Chancellor of the University of California at Santa Barbara. The earliest of the speeches is dated 1955, the latest, 1959.

Principal thesis is that a new seriousness of purpose is urgently evident in American higher education; it is apparent (and none too soon) in the behavior of many on both sides of the teacher's desk.

It is evidenced in its best form, not as a post-Sputnik hysterical finger-pointing campaign but rather as a maturing—a coming-of-age. This is heartening since it suggests that American education has within itself the power to re-create and adapt itself continuously to the challenges which its very freedom makes inevitable.

This book is optimistic, but not smug. It

is prophetic—considering that nearly half of it was written *ante-Sputnik I*. It is rich in ideas persuasively set forth. It will be encouraging to Californians interested in higher education that the new Chancellor at Santa Barbara has strong convictions about the importance of the role of teacher education, of adult education, and in local "grass roots" participation in the planning and implementation of higher education.

A particularly strong address (Ch. 5, "Maintaining a Balance in Higher Education") is devoted to a stout defense of the indispensable role of the private college or university in our scheme.

Dr. Gould's belief is that American Higher Education, not content with the mere transmission of knowledge, has the heart, the mind, and the disposition to regenerate itself—and the capacity to do so—ever inherent in freedom of the mind and of the man: he believes this regeneration is "in being."

—FREDERIC W. HILE  
CTA Higher Education Executive

**TESTING FOR TEACHERS**, by Henry E. Garrett. American Book Company, New York, 1959. \$3.75.

The author states that a teacher need not be a psychometrist or a testing specialist in order to use standard tests in school. This is a most comforting thought since a testing program is routine procedure in most schools today. He adds further to the security of the prospective teacher or the classroom teacher by providing a functional guide for the administration and interpretation of tests.

The book treats systematically the basic concepts in the field of measurement, guiding a teacher from the selection of a test to the interpretation of its results in counseling, guidance and prognosis. While the importance of validity and reliability are not slighted, other factors to be considered in test selection are also emphasized. It brings to the teacher an awareness of the limitations as well as the uses of tests.

The tests used to illustrate the various aspects of the evaluation program cover a wide area, including interest, personality, specific aptitude as well as intelligence and achievement. A description, scope and other significant information including the name and address of the publisher is given for each test presented.

Each chapter closes with suggestions for further reading, suggestions for laboratory work and questions for discussion. Although the book does not purport to instruct in test construction, there are excellent suggestions for writing objective test items and instruction in short-answer techniques. The book is rendered more useful through its statistical supplement, a glossary of the terms most commonly found in the field, and the fact that the subject and author index are separated.

—LILLIE LEWIN BOWMAN  
San Francisco

**LEARNING TO WORK IN GROUPS**, by Matthew B. Miles. Bureau of Publications, Teachers College, Columbia University, New York. 1959. 285 pp. \$5.

Dr. Miles, associate professor of education at Teachers College, Columbia, and research associate in the Horace Mann-Lincoln Institute of School Experimentation, has written a comprehensive book in which he focuses on the improvement of group processes in schools.

Six years of fruitful research are evident in a well-organized presentation of concrete techniques for planning, designing, and evaluating training activities. Effective group behavior, the training process, and taking the trainer role are also considered.

This book is not planned for casual reading. It is a concentrated program guide for educational leaders who are willing to study and exert effort to develop an in-service training program for improving the group skills of people in a concrete way.

The problem-centered approach, the inclusion of 115 tested training activities described in detail, and an extensive bibliography make this an outstanding book in the study of human relations as applied to small working groups.

For all who are responsible for helping others do a better job in groups—in industry, in social agencies and voluntary organizations, in government, and in education—Dr. Miles' *Learning to Work in Groups* will be a valuable addition to their professional library.

—ROSEMARY M. WILSON  
San Fernando

**GUIDANCE SERVICES: ORGANIZATION AND ADMINISTRATION**. Edited by Emery Stoops. McGraw-Hill Book Company, N.Y. 1959. 302 pp. \$5.75.

This book was written for graduate students and for the in-service growth and use of those who organize and administer guidance services. Many illustrations are cited from practice in school districts, covering problems of concern to administrators from the initial planning for the organization of the guidance program to budgeting.

Of great help to newly assigned counselors and administrators would be chapter III, which points out that the master program should include guidance services, and emphasizes the importance of a guidance center point of view toward the total curriculum plan. Step-by-step suggestions are given in preparing the master program.

Throughout the book, the major responsibility of the principal in organizing and planning guidance activities is stressed, as well as the importance of utilizing a democratic approach in solving problems. Teachers must be involved in planning if plans are to succeed.

—DONALD J. KINCAID  
Los Angeles

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## editorial postscript

WHEN the California Council on Teacher Education heard Superintendent Simpson's outline of standards for certification of teachers in California at the recent Yosemite conference, there were many present who thought they saw only a slight reshuffling of the old deck.

Credentialing and the proposed revision of the licensure system in California have been the subject of intensive study during the last year—not by a select few but by thousands of CTA members.

In the State Council meeting of last December the debate grew so involved that final action on "Licensure of Teachers in California," a policy statement of the Council, was not formally adopted until the April meeting.

The Committee on Teacher Education, as well as the CTA commission in this field, conducted extensive discussions throughout the state following publication of the policy statement in the January, 1959, issue of *CTA Journal*. Concurrently, the State Department of Education held hearings in many California cities, all of which were attended by members of the CTA Committee on Teacher Education.

It was no accident that the topic chosen for the first round of consulting groups last January and February should have been *Teacher Education*. While credentialing was only a phase of the member discussions, it commanded major attention. Thousands of teachers had opportunity to state opinions or have their questions answered.

Formally and informally, over many months, CTA members studied the problems and the pitfalls of the present credential system. Through the best possible processes of democratic action their consensus should be considered seriously and objectively in charting a safe and well-defined course through the maze of licensure, a course which will ultimately lead to the higher ground of an effective and efficient system.

At presstime it was impossible to report whether a meeting of CTA representatives and State Department of Education officials on November 23 had reached common ground in the restructuring of the credential system.

TO BE a good teacher is to call upon skills, insights, and abilities transcending instruction in subject matter. The teacher is motivator, guide, mediator, judge, and evaluator. He must be observant. And when he sees the signs, he must know how and where to get help.

Schools must accept partial responsibility for the delinquent—that all-important part when first signs are developing. There should be a partnership with social agencies prepared to take over short of penology. The teacher should know these partners and be able to work

with them through appropriate administrative offices. If the partnership has not already been established, the subject should be discussed at your next faculty meeting.

"TALKIN' when you shoulda been listenin'" was the mild reproof my Aunt Bernice used to silence the clamorous young ones. Some of us never learn how to listen; most of us do talk too much. Hayakawa discusses in this issue the meaning of the words we use—and the images we create in the minds of our listeners. This is an important part of our consideration of good school public relations.

The cover and most of the editorial pages of this issue are concerned with public relations. In addition to giving a hint of the objectives of the CTA department charged with this activity, it proposes ideas for broader discussion of CTA membership.

As Harry Fosdick points out in his "Images of a Profession" discussion outline, we are now introducing the second round of Consulting Groups on Professional Objectives with this suggested subject.

*What is a consulting group?* As described in Arthur Corey's *Journal* page for October, 1958, they are "small groups of teachers meeting all over the state to provide the profession with a simple and practical vehicle to promote professional communication on professional issues and to step up membership participation in the continuing readjustment of the structure and objectives of our professional associations."

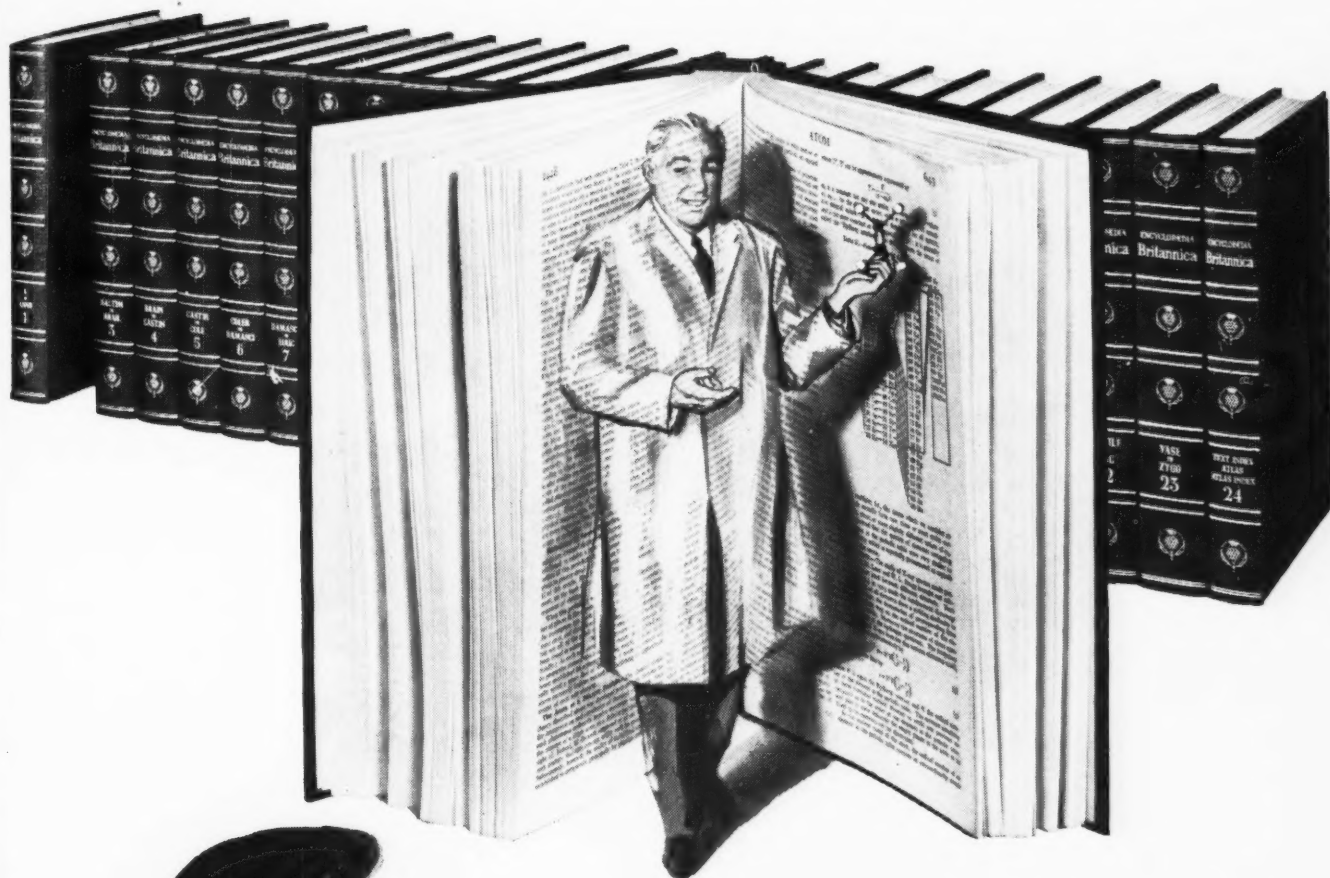
*How do consulting groups work?* As suggested in Ken Brown's article "Getting the Word" (November, 1958) and restated last month, the groups should be small (not more than 15 members), they should meet as long and as often as necessary to reach consensus on the issues being discussed, and they should meet informally and with the aid of locally-appointed discussion leaders. Normally the president of the locally chartered association will name a discussion leader who would have completed a brief orientation on method and subject. Such orientation sessions were held November 18 and 19 in more than 40 locations about the state.

*What will be the result?* Reactions will be reported to CTA Research early in March after the January-February meetings have been completed. Summaries of consensus on suggested questions will assist the CTA Panel on Evaluation of Program and Services to make pertinent recommendations to the board of directors.

Although consulting groups are not necessarily policy-making bodies in a legalistic sense, they exert a powerful influence in their composite opinions. When Dr. Corey reports to the State Council this month on the verdict handed down by last spring's Teacher Education discussions, he will be speaking with the voices of thousands of members who participated.

  
Editor

## Meeting of the minds...



### *the great and the growing*

Great and growing minds meet easily and frequently on the pages of Encyclopaedia Britannica. Instructions for contributors to write "for readers of average intelligence and education" are hardly necessary. Throughout history, most great minds have been great teachers—lifted from obscurity to fame by the ability to communicate clearly in the classroom or on the printed page.

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*Note: Because of its unexcelled science coverage, Encyclopaedia Britannica qualifies for use in today's stepped-up science teaching programs.*

For materials prepared especially for teachers and librarians, write to John R. Rowe, Dept. 323-MC, Encyclopaedia Britannica, 425 N. Michigan Ave., Chicago 11, Illinois.



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